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ABSTRACT

This booklet contains 12 lessons about the history of Ohio correlated to the proficiency outcomes of the "Grade 4 Proficiency Test Outcomes in Ohio." Lessons include: (1) "Emigrating to Ohio"; (2) "The Era of Expansion"; (3) "Finding Out about Ohio"; (4) "Emigrating to Ohio"; (5) "Settling in Ohio"; (6) "Settlements Along the Ohio River"; (7) "The Western Pilot"; Lessons 8-10, "Settlements Along the Ohio River"; (11) "Ohio Settlers"; and (12) "Life Along the Ohio River: Past and Present." A 30-item bibliography, 8 biocards, dual time lines, documents, settlement cards, and student resources conclude the volume. (EH)

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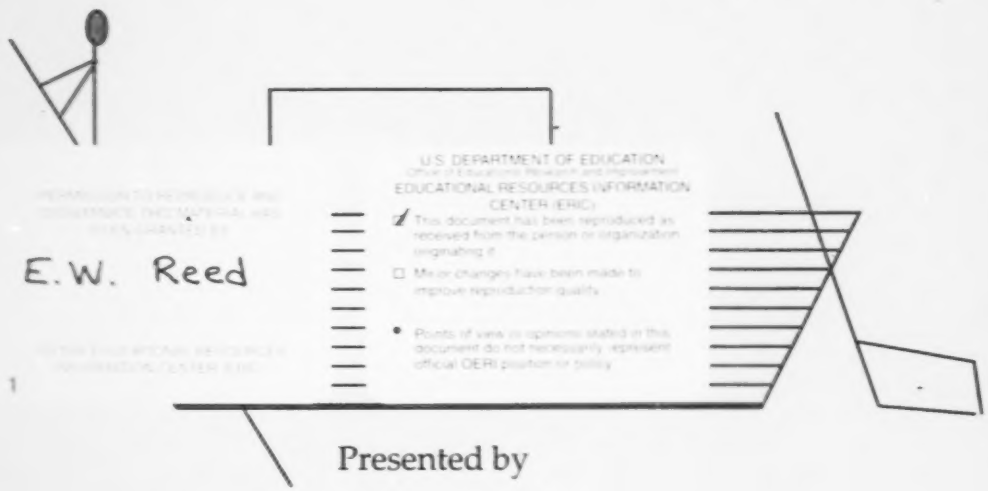
ED 422 239

OHIO HISTORY:

A Professional Development Manual

Using State History To Prepare Students For Ohio's 4th Grade Citizenship Proficiency Test



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OHIO HISTORY:
A PROFESSIONAL DEVELOPMENT BOOKLET

The study of history provides the context for helping students develop the skills needed to pass the fourth grade citizenship proficiency test. Both process and content are essential in helping students prepare for the future. Historical episodes such as the settlement of Ohio provide the content through which students can develop the skills needed by good citizens. By studying the settlement of Ohio, students learn about history, geography, economics, and government.

What students should know and be able to do has been discussed at the local, state, and national levels. In **Building a History Curriculum** (1989), the Bradley Commission on History in Schools identified six themes which should be stressed throughout the K-12 curriculum (see page 7). The theme of this unit is *human interaction with the environment*. Students engaged in the study of history develop habits of mind which can be used in both their public and private lives (see page 8).

The National Standards Project in United States History (1994) identified five topics for study in grades K-4. The topic which students will examine in this unit is *Continuity and Change* in the student's state, region, nation, and world. The settlement of Ohio provides the content. As students learn the story of western expansion, they will be involved in the acquisition, practice, and development of the historical processes of chronology, comprehension, analysis and interpretation, issues analysis and decision making, and research (see pages 11-13).

In the State of Ohio, the legislature has mandated proficiency testing. The 18 learning outcomes identified for the *Fourth Grade Citizenship Proficiency Test* have been identified for teachers in the lessons. Good history teaching addresses these outcomes.

The Western Pilot was discovered by Nancy Taylor. She used this source in developing her lessons on moving to Ohio in her fourth grade class at St. Michael School in Worthington, Ohio. Nancy Taylor was a mentor teacher at the History Academy for Ohio Teachers (1992) and served as a master teacher in the History Colloquium Project sponsored by the National Council for History Education. She works with the Ohio Historical Society and has presented programs at state, local and national levels.

The idea for this booklet emerged from a meeting of fourth grade teachers called by Superintendent Henry Rish of the Maple Heights City Schools during the spring of 1994. He brought together secondary and elementary teachers and it became apparent that we could learn from each other. Teachers needed materials to help students prepare for the fourth grade citizenship proficiency test. Nancy Taylor and I worked on the booklet and exchanged ideas about Ohio history during the summer. In August, Norma Conner, Director of Instruction for the Maple Heights City Schools, looked at the draft and encouraged me to share this booklet with my colleagues in the Maple Heights City Schools. At the same time, Elaine Wrisley Reed of the National Council for History Education urged us to share this material with fourth grade teachers in the State of Ohio.

The National Council for History Education (NCHE) has worked for the last three years on a unique professional development project: *The History Colloquium*. Teachers and historians come together as partners in the development of materials for classroom use. Because NCHE believes that curriculum development is a K-university process, developing a booklet on Ohio history to be used in the fourth grade became one of our service projects for Ohio teachers. This project brings together historians in universities and museums as well as classroom teachers. The booklet will be made available to teachers through The National Council for History Education.

We worked with Karen Regina, Youth/School Programs Coordinator of The Cincinnati Historical Society who provided the historic map of Ohio and gave us permission to use primary source material from **Cincinnati: An Urban History Sourcebook**. Her willingness to assist in this project illustrates the importance of bringing together teachers, curriculum specialists, and historians.

We are also grateful to the Ohio Historical Society and Amos Loveday, Chief Curator, for permission to use materials from **Ohio and the Northwest Ordinance**.

The material was reviewed by: **Kim Hess** , 4th grade teacher, Fall-Meyer Elementary School, Toledo Public Schools; and by **Nancy Taylor**, 4th grade teacher, St. Michael Elementary School, Diocese of Columbus.

Thanks to Joe Ribar, Jan Ribar, and Elaine Wrisley Reed who produced this booklet.

For more information about the teaching of history, contact:

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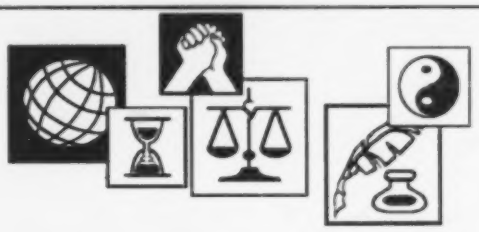
This booklet was prepared by Betty B. Franks, Social Studies Teacher at Maple Heights High School. Along with Nancy Taylor, she served as a mentor teacher at the History Academy for Ohio Teachers and as a master teacher in the History Colloquium Project sponsored by The National Council for History Education. Past President of The Ohio Council for the Social Studies, she has presented programs at local, state and national levels.

History's Vital Themes



In our search for historical understanding of ourselves and others, certain themes emerge as vital, whether the subject be world history, the history of Western civilization, or the history of the United States.... To comprehend the forces for continuity and change that have shaped - and will continue to shape - human life, teachers and students of history must have the opportunity to pursue many or most of the following matters:

Civilization, cultural diffusion, and innovation

The evolution of human skills and the means of exerting power over nature and people. The rise of interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

Human interaction with the environment

The relationship among geography, technology and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

Values, beliefs, political ideas, and institutions

The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs.

Conflict and cooperation

The many and various causes of war, and of approaches to peacemaking and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The causes of war and peace for societies and their cultures.

Comparative history of major developments

The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

Patterns of social and political interaction

The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

Source: **Building A History Curriculum: Guidelines for Teaching History in Schools**, 1988, Bradley Commission on History in Schools, Westlake, Ohio. Pgs. 10-11. Available from the National Council for History Education.

History's Habits of the Mind

The perspectives and modes of thoughtful judgement derived from the study of history are many, and they ought to be its principal aim. Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking, to help them through their own active learning to:

- understand the significance of the past to their own lives, both private and public, and to their society.
- distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgement in public and personal life.
- perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.
- acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
- understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.
- comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.
- prepare to live with uncertainties and exasperating, even perilious, unfinished business, realizing that not all problems have solutions.
- grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
- appreciate the often tentative nature of judgements about the past, and avoid the temptation to seize upon particular "lessons" of history as cures for present ills.
- recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.
- appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs.
- understand the relationship between geography and history as a matrix of time and place, and as a context for events.
- read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.

To nurture such habits of thought, narrative history must illuminate vital themes and significant questions, including but reaching beyond the acquisition of useful facts. Students should not be left in doubt about the reasons for remembering certain things, for getting facts straight, for gathering and assessing evidence. "What of it?" is a worthy question and it requires an answer.

Source: **Building A History Curriculum: Guidelines for Teaching History in Schools**. 1988, Bradley Commission on History in Schools, Westlake, Ohio. Pg. 9. Available from the National Council for History Education.

Grade 4 Citizenship Proficiency Test Outcomes Approved by the Ohio Board of Education

The proficiencies to be measured include the following:

*** 1. Demonstrate knowledge of and ability to think about the relationship among events by:**
- a. identifying sequence of events in history;
- b. grouping events by broad historical eras on a time line;
- c. recognizing that change occurs in history; or
- d. identifying cause and effect relationships.

2. Identify and use sources of information about a given topic in the history of Ohio and the United States.

*** 3. Relate major events in state history to time periods in the history of the nation and the world.**

4. Identify the various kinds of cultural groups that have lived or live in Ohio. [The phrase "cultural groups" refers to a number of individuals sharing unique characteristics (e.g., race, ethnicity,national origin and religion).]

*** 5. Identify or explain how various cultural groups have participated in the state's development.**

*** 6. Identify or compare the customs, traditions, and needs of Ohio's various cultural groups.**

*** 7. Demonstrate map skills by**
- a. identifying selected major reference points on the earth;
- b. locating major land forms and bodies of water; or
- c. using a number/letter grid system to locate places on a map, a map key to understand map symbols, a linear scale to measure distances on a map, and a direction indicator.

8. Use maps and diagrams as a source of information to
- a. recognize continents by their outlines and major physical features;
- b. recognize characteristics of major land forms and bodies of water;
- c. describe physical differences between places; or
- d. explain the influence of the natural environment on the settlement of Ohio and on changes in population patterns, transportation, and land use.

*** 9. Identify or describe the location of Ohio in relation to other states to regions of the United States, and to major physical features of North America.**

10. Identify the factors of production (land, labor,capital, and entrepreneurship) needed to produce various goods and services.

***11. Name the resources needed to produce various goods and services, classify each resource by the factors of production, or suggest alternative uses for those factors.**

12. Classify various economic activities as examples of production or consumption.

***13. Identify the function of each branch of state government.**

14. Identify the purposes of state government.

***15. Identify or explain the purposes of local government.**

***16. Differentiate between statements of fact and opinion found in information about public issues and policies.**

***17. Identify and assess the possibilities of group decision-making, cooperative activity, and personal involvement in the community.**

18. Identify the elements of rules relating to fair play.

[* These objectives will appear in both forms of the test. Objectives not flagged may be included in one or both forms, as space permits.]ø

This article is reprinted from NCHE's ***O.H.I.O. Newsletter****, Vol 2, #4, June, 1994.*

Chart Showing Correlation of the Ohio Citizenship Proficiency Outcomes with the Lessons in this Ohio History Unit

Citizenship Proficiency Outcomes

(see previous page for corresponding numbers)

Setting Ohio in the 1840s Unit

Lesson #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	●		●	●														
2	●		●															
3		●														●		
4							●	●	●									
5		●																
6																●		
7										●	●	●						
8													●		●		●	
9														●			●	●
10				●	●	●												
11																	●	
12																	●	

History Strand 6	Multi-Cultural Strand 5	Geography Strand 3	Economics Strand 3	Government Strand 3	Citizenship Strand 7

Standards in Historical Thinking

Children's study of history involves much more than the passive absorption of facts, names, dates, and places. Real historical understanding requires students to engage in historical thinking: to raise questions and to marshal evidence in support of their answers; to read historical narratives and fiction; to consult historical documents, journals, diaries, artifacts, historic sites, and other records from the past; and to do so imaginatively — taking into account the time and places in which these records were created and comparing the multiple points of view of those on the scene at the time.

Real historical understanding also requires that children have opportunities to create historical narratives of their own. Such narratives may take many forms: group stories dictated to the teacher in grades K-1, and individual stories, letters such as a child of the time may have written, journals, and reports in grades 2-4, for example.

Historical understanding also requires that students thoughtfully listen to and read the historical narratives created by others. Well written historical narratives are interpretative, revealing conditions, changes, and consequences, and explaining why things happened as they did. Following such narratives, and analyzing the events they describe and the explanations they offer, promote important skills in historical thinking.

Because of the importance of historical fiction in opening the past to children and engaging their interests in the people and events of long ago, it is especially important for children to learn to analyze these stories for their historical accuracy, to compare these stories and their illustrations with primary sources — historical artifacts, photos, diaries, and other records of the past — and to differentiate fact and fiction. Children should also have opportunities to compare different stories about a historical figure or event in order to analyze the facts each author includes or omits, and the interpretations or point of view communicated by each — important early steps in the development of students' abilities to compare competing historical interpretations of events.

Students engaged in activities of the kinds just considered will draw upon skills in the following five types of historical thinking:

1. Chronological Thinking
2. Historical Comprehension
3. Historical Analysis and Interpretation
4. Historical Research Capabilities
5. Historical Issues-Analysis and Decision-Making

These skills, while presented in five separate categories, are nonetheless interactive and mutually supportive. In conducting historical research or creating a historical story of their own, for example, students must be able to draw upon skills in all five categories. Beyond the skills of conducting their research, students must, for

example, be able to comprehend historical artifacts and records consulted in their search, analyze their purpose and importance, and demonstrate a grasp of the historical time (e.g., long, long ago) and geographic place in which the problem or events developed.

In short, these five sets of skills, developed in the following pages as the five Standards in Historical Thinking, are statements of the **outcomes** we desire students to achieve. They are not mutually exclusive when put into practice, nor do they prescribe a particular teaching sequence to be followed. Teachers will draw upon all these Thinking Standards, as appropriate, to develop their teaching plans and to guide students through challenging programs of study in history.

Finally, it is important to point out that these five sets of Standards in Historical Thinking are defined in the following pages largely independent of historical content in order to specify the quality of thinking desired for each. It is essential to understand, however, that these skills do not develop, nor can they be practiced, in a vacuum. Every one of these skills requires historical content in order to function — a relationship that is made explicit in Chapter 3, which presents the standards integrating historical understandings and thinking.

Overview of Standards in Historical Thinking

Standard 1. Chronological Thinking

A. Distinguish between past, present, and future time.

B. Identify in historical narratives the temporal structure of a historical narrative or story.

C. Establish temporal order in constructing their [students'] own historical narratives.

D. Measure and calculate calendar time.

E. Interpret data presented in time lines.

F. Create time lines.

G. Explain change and continuity over time.

Standard 2. Historical Comprehension

A. Reconstruct the literal meaning of a historical passage.

B. Identify the central question(s) the historical narrative addresses.

C. Read historical narratives imaginatively.

D. Evidence historical perspectives.

E. Draw upon the data in historical maps.

F. Draw upon visual and mathematical data presented in graphics.

G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

Standard 3. Historical Analysis and Interpretation

A. Formulate questions to focus their inquiry or analysis.

B. Identify the author or source of the historical document or narrative.

C. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

D. Analyze historical fiction.

E. Distinguish between fact and fiction.

F. Compare different stories about a historical figure, era, or event.

G. Analyze illustrations in historical stories

H. Consider multiple perspectives.

I. Explain causes in analyzing historical actions.

J. Challenge arguments of historical inevitability.

K. Hypothesize influences of the past.

Standard 4. Historical Research Capabilities

A. Formulate historical questions.

B. Obtain historical data.

C. Interrogate historical data.

D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

Standard 5. Historical Issues-Analysis and Decision-Making

A. Identify issues and problems in the past.

B. Compare the interests and values of the various people involved.

C. Suggest alternative choices for addressing the problem.

D. Evaluate alternative courses of action.

E. Prepare a position or course of action on an issue.

F. Evaluate the consequences of a decision.

Source: **National Standards for History for Grades K-4: Expanding Children's World in Time and Space**. 1994. National Center for History in the Schools, University of California, Los Angeles, California. Pgs. 15-17.

OHIO HISTORY UNIT:
Settling Ohio in the 1840s

Lesson One
Topic: Emigrating to Ohio

Theme: Patterns of Political and Social Interaction
Habits of Mind: Comprehend diversity and discover shared humanity
Process Standard: *Chronology*
Goals: to acquaint students with the diverse backgrounds of settlers
to introduce the components of the historical narrative--the story

Objectives: Students will be able to

Citizenship Proficiency Outcomes:
- *identify the various kinds of cultural groups that have lived in Ohio (CP-4)
- *demonstrate knowledge of and ability to think about the relationship of events by grouping events in history and recognizing that change occurs in history (CP-1b and c))
- *relate major events in state history to time periods in the history of the nation and world (CP-3)

Materials: Biocards and Time Line
Who Came Down That Road? by George Ella Lyon (Orchard Books, 1992)

Activities: Instructions for Teachers
Involve students in the lesson by reading the story **Who Came Down That Road?** Locate various time periods on the time line. Name the periods. How did Ohio change in each period?

Explain that historians study the past. One event was the settlement of Ohio. In telling the story, students have to know the components (parts) of the story:

COMPONENTS OF THE HISTORICAL NARRATIVE--THE STORY

Context:	The Setting Time: *When* did the story happen? Place: *Where* did the story take place?
Characters:	*Who* was involved in the story? Heroes/Villains
Choices and Consequences	The Plot *What* happened in the story? Action/Reaction
Conclusions	*Why* or how did this happen?

Involve students in a role playing activity. Tell the students it is 1849 and they are planning to move to Ohio. Divide the class into eight groups. Give each member of the group a copy of the same Biocard. Allow time for students to read the cards and prepare to tell the story of their settlers. *Who* are they? *Where* did they live? *When* did they live? *What* was happening in their own life, the U.S. or the world which caused them to decide to move? *Why* did they decide to move to Ohio? Have each group tell its story to the class.

Explain that Ohio's population is diverse. The settlers had different backgrounds. In what ways were the people on the Biocards different? In what ways were the settlers the same? In what ways were they the same as and different from the settlers in the 1790s (if you have studied this period) and from people moving in the 1990s.

Evaluation: Have the students discuss how they would answer the question: Who came down that road?

Lesson Two
Topic: The Era of Expansion

Theme: Human Interaction with the Environment
Habits of Mind: Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected than the other
Process Standard: *Chronology*
Goals: to introduce students to the concept of historical era
Objectives: Students will be able to

Citizenship Proficiency Outcomes:

- *demonstrate knowledge of and ability to think about the relationship among events by:
  - a. identifying sequence of events in history
  - b. grouping events by broad historical eras on a time line
  - c. recognizing that change occurs in history
  - d. identifying cause and effect relationships (CP-1)
- *relate major events in state history to time periods in the history of the nation and the world (CP-3)

Materials: Time line of events in U.S. History
Fifth Grade U.S. History books

Activities: Instructions for Teachers

Explain that historians group events together in time and call them **periods** or **historical eras**. Give students a time line showing major **eras or periods** in United States history. Ask the students to identify important **events** occurring in the United States during the 1840s, **the Era of Expansion**. Give reasons why this time period would be called the Era of Expansion. (CP-1b) Give the dates of the Era of Expansion. In what century did it occur?

Have the students work in small groups to identify **events** on the time line which might have **caused** people to move to Ohio in two different time periods--the 1790s and the 1840s. Possible responses: For Early Settlement--End of American Revolution (1783); Northwest Territory organized (1787); Wilderness Road graded for wagons (1790); Treaty of Greene Ville (1795). For the Era of Expansion--Completion of the Erie Canal (1825); Completion of the National Road (1852); Growth of Eastern cities such as New York and Boston (crime, slums, impure water). (CP-1d)

Use the data on the time line, and make a time line showing the early settlements in Ohio. In what decade did most settlement occur? Use the data to explain why.

Brainstorm the positive and negative **effects** of moving on individuals, families communities, and the new region in general and then think about how the events in the Era of Expansion might have affected the persons moving to Ohio. (CP-1d)

Have students write an important event on one side of a notecard. Students can look up the event in a fifth grade textbook and write information about the event on the other side of the notecard. The notecards can become the basis for manipulative time line exercises. Students can work together arranging the events in order. Possible events: First wagon train leaves for Oregon (1843); Election of James K. Polk as President (1844), U. S. annexes Texas (1845); Mexican War (1846-48), Discovery of Gold in California (1848), Gold Rush (1849). (CP-1a)

Evaluation: How did events occurring in the United States and Ohio during the 1830s and 1840s affect the lives of potential settlers? Have students write diary entries commenting on events from the perspective of a settler on the Biocard. (CP-3)

(Lesson Two, cont.)

Notes for Teachers:

Time Lines in the Classroom

According to **Claudia J. Hoone** in *Teaching Timelines to Fourth, Fifth, and Sixth Graders,* test scores improve for children who have been taught the unfolding story of history rather than simply the memorization of dates and events. Timelines are useful in helping students

1. discover trends in the human experience,
2. understand cause and effect relationships,
3. recognize eras and their characteristics.

Large display timelines in the classroom or in the school serve as ready reference points for social studies students.

Classroom display timelines may be constructed on adding machine tape, cardboard sentence strips, or wide ribbon. For durability, it is suggested that these timelines be laminated. Student made illustrations may be attached above the timelines.

Manipulative timelines can be used by teams of students to arrange, debate and determine the correct sequence of given events. Two types of manipulative timelines, the string/paper-clip and the yarn/hinged-clip, are easily made.

Huge amounts of time are traditionally invested in lecture-fact-recall. Timelines provide a solid framework of events through time. See article for details.

Claudia J. Hoone, *Teaching Timelines to Fourth, Fifth, and Sixth Graders* in **Social Studies and the Young Learner**, November/December 1989, pages 13-15.

Chronology:
What "distinguishes history from the other social studies is its temporal reckoning,...the study of the past must be taken in at least a broad time sequence, allowing students to comprehend both continuity and change which characterizes a given series of events.

Lester D. Stephens, **Probing the Past: A Guide to the Study and Teaching of History**. (Boston: Allyn & Bacon, Inc., 1974), p. 143.

Terms dealing with Chronology: Students should know and be able to use:

Dates: measure calendar time by years, decades, centuries.

Sequence: recount the story and identify the beginning, middle and end of the story.

Causal Relationships: see the relationship between events in a sequence and understand that some events are not planned, but the result of accidents.

Periods or Eras: distinguish broad categories of time. Periods differ and sometimes overlap.

Continuity and Change: identify trends from the past which continue into the future as well as the significant changes.

Remind students that when they make time lines, they have to select the events that they think are important. Time lines help us to organize data about the past.

Lesson Three
Topic: Finding Out About Ohio

Theme: Values, Beliefs, Political Ideas, and Institutions
Habits of Mind: Read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions
Process Standard: *Interpretation and Analysis*
Goals: to acquaint students with sources of information
Objectives: Students will be able to:

Citizenship Proficiency Outcomes:

- *identify and use sources of information about a given topic in the history of Ohio and the United States (CP-2)
- *differentiate between statements of fact and opinion found in information about public issues and policies (CP-16)

Materials:
Reading 1--"From Rutland to Marietta"
Reading 2--"Letter from Muskingham"
Reading 3--"Recollections on the First Settlement in Ohio"

Activities: Instructions for Teachers

Have students brainstorm a list of questions that settlers would want to have answered before moving to Ohio in 1849.

Make a list of the sources which the settlers could use to find out about the state of Ohio in the 1840s. (Possible responses: newspapers, letters, word of mouth) Evaluate the usefulness of the sources. (CP-2)

Explain the difference between a **primary** and a **secondary** source. Which of the sources on the students' list are primary? secondary? In examining evidence (historical detectives), students should look for the following information:

> Identify the type of source (letter, diary, journal, report, map), name the author, state the date, give the purpose of the source, list the questions which could be answered by this source, give examples of bias/prejudice contained in the source, separate fact from opinion, and give examples of ways to check the information contained in the source.

Read the account of moving to Ohio written by Benjamin Franklin Stone (Reading No. 1). Use a map to locate Massachusetts and to estimate the distance traveled by the Stone family. How long did the journey take? Locate the time period in which the Stones traveled. What was happening in the U.S. and the world which might have caused the early settlers to go to Ohio? How did the family prepare for the journey? What problems did they encounter?

Read the "Letter from Muskingham" (Reading No. 2). Call attention to the statement about the growth of corn. Is this description accurate? Discuss.

Review the meaning of **fact** and **opinion** and re-read the account. Separate fact from opinion in the account. Read the description of life in Marietta (Reading No. 3). Compare this description with that contained in the newspaper account. Why do the two accounts differ?

Evaluation: Discuss the extent to which diaries, maps, newspapers written by people in the 1790s would be useful to settlers in the 1840s.

(Lesson Three, cont.)

Notes for Teachers

History is the story of the human experience. Historians can never know everything that happened. They have to be detectives and look at the records of the past. For this reason, history is both a process and a product. Historical facts need to be viewed as evidence subject to verification. Historians select, analyze and write about the past.

James West Davidson and Mark Hamilton Lytle. **After the Fact: The Art of Historical Detection**. Vol. II. (New York: McGraw-Hill, Inc., third ed, 1992), p. xxi.

Separating Fact from Opinion

*A **fact** is usually something that can be proved conclusively by anyone by checking it against other information or by his or her own observations or research.*

*An **opinion** is something a person thinks, believes, or feels is so but which may or may not be true. An opinion is a subjective judgment.*

Barry K. Beyer, **Back-to-Basics in Social Studies**, (Social Science Education Consortium, Inc., 1977), pp. 38-39.

Documents Analysis Sheet

Type of Document_____Date_____

Author_____

Purpose:

What types of information can you obtain from this document?

What examples of bias or prejudice can you find in this document?

How would you check the information in this document? Separate fact/opinion?

Sources Used By Historians

Primary Source:
Information *close to the event*. Account by a witness or someone who experienced the event. Objects from the time period.

a. **Material Objects** (artifacts--toys, pottery, musical instruments, tools)
b. **Written Matter** (private and public--diaries, journals, autobiographies, documents, census reports, laws)
c. **Aural and Visual** (phonographs, tapes, films, drawings, posters, portraits, paintings)
d. **Oral** (myths, legends, folklore)

Secondary Sources:
Based on primary sources.

Textbooks and **encyclopedias** are examples of secondary sources.

Lesson Four
Topic: Emigrating to Ohio

Theme: Human Interaction with the Environment
Habits of Mind: Understand the relationship between geography and history as a matrix of time and place, and as a context for events
Process Standard: *Comprehension*
Goals: to develop core fundamentals--graphic skills
Objectives: Students will be able to:

Citizenship Proficiency Outcomes

*demonstrate map skills by using
1) a number/letter grid system to locate places on a map
2) map key to understand map symbols
3) a linear scale to measure distances on a map
4) a direction indicator (CP-7c)

*use maps and diagrams as a source of information to describe physical differences between places (CP-8c)

*identify or describe the location of Ohio in relation to other states, to regions of the United States, and to major physical features of North America (C- 9)

Materials:
Map of North America (number/letter grid system)
Map of the World (Robinson Projection)
Theme Maps of the U.S. showing resources/climate/topography
Biocards

Activities: Instructions for Teachers

Divide students into small groups and give each group the Biocards describing people planning to move to Ohio in 1849:

1. farm family (two adults and six children) from western Pennsylvania (near Pittsburgh)
2. immigrant from Germany, (cooper) arrived in Philadelphia (spouse and one child)
3. merchant from Buffalo, New York (spouse and four children)
4. land speculator and family from Richmond, Virginia
5. abolitionist minister (spouse and two children) from Boston, Massachusetts
6. boatman from Philadelphia (former slave who purchased freedom) spouse and child
7. laborer from Ireland living in New York City (engaged to be married)
8. widow and children from Cumberland, Maryland
9. self (select your city, state, region, occupation) - OPTIONAL

Each student in the group will assume responsibility for one settler or the group can make recommendations for all the settlers. They will be selecting the best route to Ohio for each settler.
Ask students to use a map to:

1. **locate** the country, state, or local community in which the settlers lived before leaving for Ohio (CP-7c)
2. identify physical features which would affect movement--Appalachian Mountains, River systems, Great Lakes (CP-8b)
3. use the compass rose to describe the **relative location** of each settler's home to the state of Ohio (CP-7c)
4. use the scale to estimate the distance each settler would have to travel to reach Ohio(CP-7c)
5. identify the states through which each settler would travel to reach Ohio (CP-9)

(Lesson Four, cont.)

Have students use theme maps to describe the **physical features (soils, climate, land forms, vegetation) of the *place*** where the people who have decided to move to Ohio lived in 1849. Remind students to use the **map legend** and to identify the **symbols** on each map. (CP7-b) What features would they look for in a new settlement? (CP-8c)

Give students a map showing the three **regions** of the United States in the 1840s: the Northeastern, Southern, and Western regions. Have the students name the states in each region. Explain that regions have common characteristics. Describe the **physical** and **cultural geography** (language, beliefs, religion) of each region. Give examples of how life in a western state such as Tennessee, Kentucky, Ohio would differ from that along the eastern seaboard in states such as Massachusetts, New York, Pennsylvania or in the southern states such as Virginia, South Carolina, Georgia in the 1840s. Possible answers: Northeast would have factories, roads, canals. Southern states would have slavery and plantation system. Western states would need to build roads. (CP-8c)

Explain that the settlers going to Ohio were often called **emigrants: people leaving their home for a new land**. Those living in the United States were involved in **migration: *movement* from one place to another inside a county**. The people from Germany and Ireland were **emigrants** when they left Germany and Ireland and when they arrived in the U.S., they were **immigrants: newcomers to a country**.

Ask students to identify the transportation and communication systems that would promote **movement** to the west in the 1840s. Most of the early settlers traveled by wagon to Ohio. What changes did the early settlers make in the landscape? (Possible answers: built roads, canals, houses) These are examples of ***relationships within places***.

Have students think about how the **region** of the Western United States would change with settlement along the Ohio River. Look at a map of the U.S. today and discuss why Ohio is now considered to be part of the Midwestern Region of the United States.

Evaluation: Conclude the lesson by having the students describe the route which they would recommend for each of the settlers. Mark their maps and discuss with the class. (CP-9)

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Notes for Teachers

Geography helps students understand the spaces in which events occur. Five themes were identified in **Guidelines for Geographic Education: Elementary and Secondary Schools** (Committee on Geographic Education, 1984). Those themes are:

LOCATION: Position on the Earth's Surface
What are an area's absolute (latitude and longitude) and relative locations?
PLACE: Physical and Human Characteristics
What is its physical environment (soils, climate, landforms, vegetation) and what are the patterns of its cultural landscape (language, beliefs, religion)?
RELATIONSHIPS WITHIN PLACES: Humans and Environments
How have people modified the landscape?
MOVEMENT: Humans Interacting on the Earth
What are the effects of the movement of goods, people, and ideas?
REGIONS: How They Form and Change
What are the knowable, regional segments of the land?

Christopher L. Salter, Professor and Chair Department of Geography, University of Missouri, Columbia

Lesson Five
Topic: Settling in Ohio

Theme: Human Interaction with the Environment
Habits of Mind: Perceive past events and issues as they were experiencedby people at the time, to develop historical empathy as opposed to present-mindedness

Understand the relationship between geography and history as a matrix of time and place, and as context for events

Process Standard: *Comprehension*
Goal: to acquaint students with primary sources
Objective: Students will be able to:

Citizenship Proficiency Outcome { •identify and use sources of information about a given topic in the history of Ohio and the United States (CP-2)

Materials:
Time Line
The Erie Canal illustrated by Peter Spier
Map of Ohio (1844)
Drawing of a flatboat
Readings 4 and 5 describing flatboat travel (pages 51-52)
Reading 6--"Description of Canal Boat Travel" (page 54)
Flatboats on the Ohio
Map No. 5 from **The Western Pilot**
The Ohio Gazetteer and Traveler's Guide (page 63)

Activities: Instructions for Teachers

Introduce the lesson by telling students that changes in transportation helped people move west. Use the time line to identify the changes. The completion of the Erie Canal occurred during the Era of Expansion. Read excerpts from the book **The Erie Canal**.

Give students the map of Ohio (1844). Ask them to identify the best way to travel from Pittsburgh to Cincinnati and from Toledo to Cincinnati. Explain that they would travel by flatboat from Pittsburgh to Cincinnati on the Ohio River and canal boat from Toledo to Cincinnati. Have students color the canals in Ohio green and the rivers blue.

Read the description of canal boat travel from Toledo to Cincinnati in 1849. Mark off the dimensions of a canal boat in the room. What items could emigrants take with them?

Show students a drawing of a flatboat used by people traveling the Ohio River. Flatboats were between 20 and 100 feet in length and 12 to 20 feet wide. Compare the dimensions with those of a canal boat. Compare the dimensions with familiar areas such as the classroom.

Work in small groups to decide what items could be taken by emigrants on a flatboat journey.

Locate Pittsburgh on the map. Name the two rivers which merge and make the Ohio River. Read the descriptions of flatboat travel written by two settlers in different time periods. (Readings four and five) What did the settlers take with them? Discuss the dangers involved in traveling the river.

Read excerpts (including the description of Pittsburgh) from **Flatboats on the Ohio**. Discuss the differences between historical fiction and primary source material.

(Lesson Five, cont.)

Explain that Samuel Cummings wrote a book published in 1845 called **The Western Pilot**. His book provided a guide for navigators of flatboats. **The Western Pilot** first appeared in 1822 and was updated every few years. Discuss why this would make the source more valuable.

Give students Map No. 5 from **The Western Pilot** and then have them follow the directions included in **The Western Pilot**. Does the map have a directional indicator? Discuss why the cardinal directions are not used in **The Western Pilot**.

Compare Map No. 5 with the map of Ohio dated 1844. How does this map differ from the river map found in **The Western Pilot**? What types of information can the students obtain from this historical map?

Review the terms *absolute* and *relative location*. Use the information in **The Ohio Gazetteer and Traveler's Guide** to find the absolute and relative location of various settlements in Ohio. Estimate the distances between various settlements on the map and then compare with the distances listed in **The Ohio Gazetteer and Traveler's Guide**.

Refer to the biocards. Would any of the settlements in Ohio be in the same parallel as Pittsburgh, Pennsylvania; Hamburg, Germany; Buffalo, New York; Richmond, Virginia; Boston, Massachusetts; Philadelphia, Pennsylvania; New York City, New York; and Cumberland, Maryland? Why might settlers choose to live in the same parallel?

Evaluation: Ask the students to discuss the extent to which location would influence where they would settle.

Lesson Six
Topic: Settlements Along the Ohio River

Theme:	Human Interaction with the Environment
Habits of Mind:	Perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness
	Understand the relationship between geography and history as a matrix of time and place, and as context for events
Process Standard:	*Comprehension and Historical Decision Making*
Goal:	to acquaint students with primary sources
Objective:	Students will be able to:
Citizenship Proficiency Outcome	*identify and use sources of information about a given topic in the history of Ohio and the United States (CP-2)
Materials:	Settlement Cards Biocards and Map of Ohio Poster paper, Marking pens

Activities: Instructions for Teachers

Explain that **The Western Pilot** also included descriptions of settlements along the Ohio River. Settlers will want to learn about the settlements before making their decisions. Descriptions of Cleveland and Toledo have been included from **The Ohio Gazetteer and Traveler's Guide**.

Have the students brainstorm a list of questions that they would like to ask about the settlements. Write them on the board and use as a guide for the students as they read about their settlement.

Read the descriptions of the settlements included in **The Western Pilot** and **The Ohio Gazetteer and Traveler's Guide**. If you decide to read the descriptions to the entire class. Leave the description of Cincinnati out on the first reading. Have the students decide where to settle. Then read about Cincinnati and give them an opportunity to change their minds based on new information.

OR

Divide the class into groups of three or four and assign each group one of the settlements. Their job is to prepare a poster telling about the settlement and report back to the class. Put the posters around the room.

After reading about or listening to the descriptions of the settlements, have the students select settlements for the people on the Biocards. Give each group time to discuss the settlements and to select the ones best suited to each settler. They should think about geographic features, economic activities, backgrounds of the settlers, and opportunities for families (churches, education, work, play). Each group should write the names of the settlers beside the settlement on their map of Ohio.

Evaluation: As each group reports, place dots beside the name of the settlement on a wall size map of Ohio and/or make a bar graph on the chalkboard. Discuss the positive and negative effects of added population on each settlement along the Ohio River. Then have the students write their own names beside one of the settlements.

Lesson Seven
Topic: The Western Pilot

Theme:	Human Interaction with the Environment
Habits of Mind:	Read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions
Process Standard:	*Interpretation and Analysis*
Goal:	to evaluate **The Western Pilot** as a source of information for settlers during the Era of Expansion
Objective:	Students should be able
Citizenship Proficiency Outcome	to differentiate between statements of fact and opinion found in information about public issues and policies (CP-16)
Materials:	Excerpts from **The Western Pilot** and **Ohio Gazetteer** Poster Paper, Marking Pens Fact/Opinion Statements Sheet

Activities: Instructions for Teachers

Divide students into groups of three. Assign each group one settlement. Based on the information in **The Western Pilot** or **The Ohio Gazetteer**, have each group make an illustrated poster advertising the settlement. OR Use the posters made during lesson six. Place the posters around the room. What types of information did the students include on the posters?

Review the differences between a fact and an opinion. Write the definitions on the board.

Have the students re-read the descriptions of their settlements. On one sheet of paper, have the students write the name of their settlement and three statements about their settlement. Quote directly from the document. On a separate sheet of paper, write the name of the settlement, the number of the statement, and indicate whether the statement is fact or opinion. Exchange statements and have each group practice distinguishing between fact and opinion. When the groups have completed their work, discuss the statements as a class.

OR

Have the students make two cards: on one write the word FACT and on the other write OPINION. Read statements from **The Western Pilot** and after each statement, have the students hold up their FACT or OPINION card. Then discuss the responses.

Remind students that **The Western Pilot** is a primary source. Review the questions historians ask about primary sources. Have the students apply the questions to this document:

Type of document
Date
Author
Purpose
Types of information contained in the document
Examples of bias and prejudice found in the document
Ways to check the information in the document

Compare the description of Gallipolis in **The Ohio Gazetteer and Traveler's Guide** with that contained in **The Western Pilot**. If the students had access to **The Ohio Gazetteer** would they have had a different opinion of Gallipolis? In what ways were the two descriptions the same? different?

(Lesson Seven, cont.)

Read students the description of Cincinnati contained on page 11 in **Cincinnati: An Urban History Sourcebook**. Compare with the description in **The Western Pilot** and separate fact from opinion. (CP-16)

Would the students think differently about settling in the city known as the *Hog Capital of the Nation*, where hogs were used to clean the garbage from the streets? Why do they think that Cincinnati was called the *Queen of the West* in **The Western Pilot**?

Evaluation: How useful would settlers on the Biocards find **The Western Pilot**? Have students work together to write a response. Grade according to the rubric for short-answer items contained in the information guide prepared for the fourth grade proficiency test (see below).

Give students copies of the guidelines for grading the short answer. Discuss the meaning of the guidelines. Read each groups' response. Then give students an opportunity to re-write.

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Notes for Teachers:

Short-answer items will be scored on a 2-point scale based on these general guidelines:

- A 2-point response is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed.

- A 1-point response is partially appropriate. It is mostly accurate and relevant but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item.

- A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.

- A N/S (Not Scorable) is assigned if the response is unreadable, illegible, or written in a language other than English.

Ohio Department of Education. **Fourth-grade Proficiency Tests: Information Guide.** (Columbus: Ohio Department of Education, August, 1994), pp. 48-49.

Lesson Eight
Topic: Settlements Along the Ohio River

Theme: Human Interaction with the Environment
Habits of Mind: Understand the relationship between geography and history as a matrix of time and place
Process Standard: *Historical Decision-Making*
Goals: to help students understand the economic concepts of resources, goods, services, factors of production
Objectives: Students will be able to:

Citizenship Proficiency Outcomes

* identify the factors of production (land, labor, capital, and entrepreneurship) needed to produce various goods and services (CP-10)

* name the resources needed to produce various goods and services, classify each resource by the factors of production, or suggest alternative uses for those factors (CP-11)

*classify various economic activities as examples of production or consumption (CP-12)

Materials: Excerpts from **The Western Pilot**
Data Retrieval Sheets

Activities: Instructions for Teachers

Review definitions of the terms consumer, producer, goods and services, resources.

Assign students to small groups to work with the settlement cards. According to **The Western Pilot**, identify the economic activities in towns along the Ohio River. Give examples of what was produced in each settlement. What might the settlers consume in each settlement? (CP-12) Share information.

Use **The Western Pilot** to identify the resources which could be found along the Ohio River? (CP-11) Place the list on the board.

Place the terms: factors of production, land, labor, capital, entrepreneurship on strips of paper. Explain the meaning of each term. Then have the students make symbols for various resources and place them under the proper heading. Classify each resource according to land, labor, capital, entrepreneurship. (CP-11)

For example: land--clay, forests; labor--population; capital--factories, roads, canals; entrepreneurship--Mr. Holdship's paper company.

Explain that most of the early settlers were farmers who grew corn, but the farmers could not get the corn to market before it spoiled. They had to travel on muddy roads. What other uses could be found for corn? One alternative was to feed corn to pigs and then drive the pigs to market. CP-11)

Possible uses for corn:
scarecrows
fences
roofing materials (stalks to strengthen)
fuel in stoves
oil for lamps
bed stuffing (husks)
floor mats (woven)
broom (stalks)
bottle stopper (cob)

From: Houghton Mifflin, **This is My Country**, page 161.

(Lesson Eight, cont.)

Discuss how the resource of **water** could be used as a **factor of production**. **The Western Pilot** indicates that water falls were good mill sites. Water connected cities within Ohio. Water connected Cincinnati with New Orleans. Water was used for transportation. What other uses might there be for water? (CP-11)

Use the Data Retrieval Sheet:

- to give examples of how **fertile soil, forests, clay** could be a factors of production in settlements along the Ohio River.
- to identify the settlements with the best **labor** supply, best **land** for farmers, best sites for factories.
- to give examples of **entrepreneurs** and **entrepreneurship** along the river.
- to identify the settlements which would have the best opportunity for **investment.**
- to give examples of the uses of **capital** (CP-10).

Identify the settlements near canals and/or the National Road. How did canals and roads contribute to the growth of the settlements?

Forecast the future development of each settlement. What will the settlements be like in 1994?

Evaluation: Write a paragraph describing the economic activities along the Ohio River. Grade according to the rubric for extended response items.

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Notes for Teachers:

One way to review the terms is to prepare a **Search and Find Activity**. Nancy Taylor used the illustrations in **The Erie Canal** for a Search and Find Activity. We decided that instead of having students find a person wearing a red hat, students would have JUST AS MUCH fun looking for examples of what was **produced** and **consumed**, examples of **labor**; examples of **entrepreneurship**, examples of **capital**, examples of how the **land** was used in **economic activities**.

Criteria for grading an extended response question:

A **4-point** response provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item. It is well-organized, elaborate, and thorough. It is relevant, comprehensive, detailed, and demonstrates a thorough understanding of the concept or item. It contains logical reasoning and communicates effectively and clearly. It thoroughly addresses the important elements of the item.

A **3-point** response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning, neglects to address some aspect of the concept or item, or some details might be missing.

A **2-point** response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, an incomplete understanding of the concept or item, lacks comprehensiveness, faulty reasoning, or unclear communication.

A **1-point** response demonstrates a partial understanding of the concept or item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little evidence of interpretation, unorganized and incomplete, failure to address most aspects of the concept or item, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of the concept or item, or demonstrates no coherent meaning from text.

From: **Fourth-grade Proficiency Tests: Information Guide**. (Columbus: Ohio Department of Education, August, 1994), p. 49.

(Lesson Eight, cont.)

ECONOMIC TERMS

Economics: The study of how society uses its scarce resources to satisfy the unlimited desires of its citizens for goods and services.

Want: A psychological or physical desire that may be fulfilled through the consumption of goods and services.

Good: Any object that is capable of satisfying a human want.

Service: An economic activity that satisfied a consumer's wants. Not a tangible commodity.

Production: The act of combining land, labor, capital, and entrepreneurship to make goods and services.

Land (natural resources): Productive resources which are gifts of nature. Examples include water, iron ore, trees, and petroleum.

Labor: A productive resource that consists of the talents and skills of human beings that contribute to the production of goods and services.

Capital: Productive resources made by past human efforts. These resources are used to produce other goods and services.

Entrepreneur: A profit-seeking decision-maker who decides which economic activities to undertake and how they should be undertaken. A successful entrepreneur will make a profit, while an unsuccessful entrepreneur will make a loss.

Entrepreneurship: The term used to describe the factor of production, or productive resource supplied by the entrepreneur.

Market: A term used to represent the interaction of the buyers and sellers of a particular good or service. A Market need not be located in a single place as long as an exchange of information about prices and quantities bought and sold exists.

Interdependence: The reliance of one or more individuals upon others to obtain goods and services that they do not provide for themselves. Interdependence is a result of specialization.

From: Ohio Center on Economic Education, **K-8 Model Course of Study in Economics**. Columbus: Ohio Council on Economic Education, 1988.

Lesson Nine
Topic: Settlements Along the Ohio River

Theme: Values, Beliefs, Political Ideas and Institutions
Habits of Mind: Comprehend the interplay of continuity and change
Process Standard: *Issues Analysis and Decision Making*
Goals: to examine functions of local and state government
Objectives: Students will be able to

Citizenship Proficiency Outcomes

- *to identify the function of each branch of state government (CP-13)
- *identify the purposes of local government (CP-15)
- *identify and assess the possibilities of group decision making, cooperative activity, and personal involvement in the community (CP-17)

Materials:
Excerpts from **The Western Pilot**
Data Retrieval Sheet
Reading 7--Diary of a volunteer fire fighter
Reading 8--Editorial from Cincinnati **Daily Gazette**

Activities: Instructions for Teachers

Place the purposes of local government on the chalkboard and discuss each purpose:

a. protect the health and safety of citizens
(fire department, police, snow removal)
b. provide and maintain public services through the collection of taxes
(parks, libraries, public records)
c. provide for a system of justice
(local courts)
d. protect the rights of individual citizens
(fair housing ordinances, zoning)
e. promote the common welfare
(sponsoring day care facilities, provide public parking)

From: **Fourth-grade Proficiency Tests: Information Guide**, p.46.

What services would students expect from the local government of Cincinnati in the 1840s?

Divide students into groups of three and have them check the services which they would like to have the local government provide and explain why. Services can be ranked in order of importance. (CP15)

_____1. fire department
_____2. police department
_____3. street cleaning department
_____4. pure water supply
_____5. city parks
_____6. library
_____7. office to keep public records--birth certificates, land ownership
_____8. local courts
_____9. zoning laws
____10. orphanage
____11. hospital for the poor

(Lesson Nine, cont.)

Explain that taxes will be increased for each service provided.

Use the Data Retrieval Sheet to identify how local government served Cincinnati.

Place the examples under the appropriate purpose. Note that the services provided by local governments have changed since the 1840s. In the 1840s, many cities did not have police departments. (CP-1c) Citizens volunteered to be on watch. (CP-17)

Read the diary excerpt written by a volunteer fire fighter in Cincinnati in the 1840s. Ask the students to give examples of how they could work together to create a volunteer fire department. Invite a member of a volunteer fire department to talk with the class about how it is organized. (CP-17) What opportunities exist for citizens to volunteer in the present?

A local issue in Cincinnati was whether or not a fire department should be established.
If you lived in Cincinnati at this time, what would be your position? Have students give reasons for and against this issue. Write letters to the editor of a newspaper expressing their views. Put the letters up around the room. (Cincinnati established a fire department in 1853.)

Another issue was whether or not a street cleaning department should be established. Have students give arguments for and against using tax funds to clean the streets. Read the editorial discussing sanitation in Cincinnati. Explain the difference between an editorial and a news item.

Name the three branches of the government. (CP-13) Explain that Cincinnati became a city in 1819. The city had a mayor and city council. The mayor would be in the Executive Branch of the Government and the City Council in the Legislative Branch. What is the function of each branch? City Council passes laws. The Mayor enforces laws through the police department.

Re-read the editorial. What did the editor of the newspaper want the City Council to do? the Executive Branch of the government to do?

Explain why each of the following would be in the Executive Branch:
1. Street Cleaning Department
2. Police Department
3. Fire Department

Explain why each of the following would be the function of the legislative branch:
1. deciding whether or not to buy equipment for street cleaning
2. deciding whether or not to buy fire fighting equipment
3. deciding whether or not to raise taxes to pay the salaries of police and firefighters

Evaluation: Work together to make a bulletin board which gives examples of how your local government protects the health and safety of its citizens, provides and maintains public services, provides for a system of justice, protects the rights of individual citizens, and promotes the common welfare.

Invite a representatives of the executive branch and the legislative branch of local government to meet with the students, discuss their duties, and to help them with the bulletin board.

Lesson Ten
Topic: Settlements Along the Ohio River

Theme: Values, Beliefs, Political Ideas and Institutions
Habits of Mind: Comprehend the interplay of continuity and change
Process Standards: *Issues Analysis and Decision Making*
Goals: to examine the function of state government
Objectives: Students will be able to:

Citizenship Proficiency Outcomes

- *identify and explain the purposes of state government (CP-14)
- *identify and assess the possibilities of group decision making, cooperative activity, and personal involvement in the community (CP-17)
- * identify the elements of rules relating to fair play (CP-18)

Materials: Data Retrieval Sheet

Activities: Instructions for Teachers

Explain that state governments have subdivisions called counties. Each county has a county seat where the court house is located. Give examples of services provided by county governments in Ohio. Use the telephone directory to obtain information about the services of county government.

Use the information retrieval sheet to find out how many county seats were located along the River. Why do the students think that the county seats were located along the river? Ohio was originally divided into two districts: one county seat was in Marietta and the other was in Cincinnati. As the state grew, more counties were established. How many counties does Ohio have today? (88)

The **county court** would be in the Judicial Branch of the government. State the function of the judicial branch of the government. (to interpret the laws) The **county sheriff** enforces laws. The sheriff would be in what branch of the government? (executive)

Write the purposes of state government on the board and discuss the meaning of each purpose:

1. protect the health and safety of citizens
   (state highway patrol, use of National Guard in emergencies)
2. provide and maintain public services through the collection of taxes
   (road construction, wildlife preserves)
3. provide for a system of justice
   (state civil and criminal courts)
4. protect the rights of individual citizens
   (rights guaranteed in the state constitution and laws)
5. promote the common welfare
   (provide funds for schools, trade missions to other nations)

From: **Fourth-grade Proficiency Tests Information Guide**, pp. 45-46.

Underline each example which was provided by the state of Ohio in the 1840s. Explain that the state of Ohio constructed roads, but did not fund wildlife preserves in the 1840s. Why is this an issue in the present? Give arguments for and against establishing wildlife preserves in Ohio. (CP-14)

Explain that trade missions to other nations was not a function of state government in the 1840s. Why is this an important issue today? Should the state government send representatives to other countries to encourage them to invest in Ohio? Give arguments for and against.

(Lesson Ten, cont.)

A state issue in the 1820s was should the state of Ohio provide funds for public schools. Write arguments for and against using state funds for public schools. (In 1825, the General Assembly voted funds for public education in Ohio.)

Making Connections with the Past: The Land Ordinance of 1785 provided that the sale of one section of land would go to promote education. In 1825 the General Assembly, state legislature of the state of Ohio passed a law providing funds for education. Use the Data Retrieval Sheet. Do the students find evidence of the establishment of public schools along the river in the 1840s. Establishing schools is an example of what governmental purpose? (promote the common welfare) Give examples of how schools promote the common welfare.

In 1850, the Congress of the United States passed the Fugitive Slave Law which required all people to help return slaves to their owners. In 1856, the General Assembly of Ohio passed a Personal Liberty Law which stated that Ohio jails could not be used to house those accused of escaping from slavery. What purpose of government is being carried out by the Personal Liberty Law? (protect the rights of individual citizens) Give reasons why members of the Ohio General Assembly would think the Fugitive Slave Law to be an unfair law. (CP-18)

Review the meaning of the three branches of the government. Explain that the legislature of each state decided who was qualified to vote. Have students complete the following chart: (CP-13)

Qualified voters (males 21 and older) in the State of Ohio in 1849, would be able to:

	Vote for	**Identify Branch of Govt.**
Local Government:	Mayor	**Executive**
	City Council	**Legislative**
County Government:	Justices of the Peace* (abolished in 1957)	**Judicial**
	Sheriff	**Executive**
State Government:	Governor	**Executive**
	General Assembly	
	Representative	**Legislative**
	State Senator	**Legislative**
	Judges	**Judicial**
National Government	U.S. Congress	
	Member of House of Representatives	**Legislative**
	Senators (elected by General Assembly)	
	*changed in 1913	
	President (electors)	**Executive**

A national issue facing people in 1849 was, *should California be admitted to the Union as a free state or as a slave state?* The U.S. Congress had to decide. Review the Biocards. Which individuals would have opinions on this issue. Identify arguments on both sides. What did Congress decide? (California was admitted to the Union as a free state.)

Evaluation: Select an issue that concerned people in the 1840s and write a letter to the editor of a newspaper expressing your views.

Lesson Eleven
Topic: Ohio Settlers

Theme: Patterns of Political and Social Interaction
Habits of Mind: Comprehend diverse cultures and discover shared humanity
Process Standard: *Interpretation and Analysis*
Goals: to acquaint students with cultural groups that have settled in Ohio
Objectives: Students will be able to

Citizenship Proficiency Outcomes

- *identify the various kinds of cultural groups that have lived in Ohio (CP-4)
- *identify or explain how various cultural groups have participated in the development of Ohio (CP-5)
- *identify and compare the customs, traditions, and needs of Ohio's various cultural groups (CP-6)

Materials: Excerpts from **The Western Pilot**
Biocards
Readings 9 and 10 (see page 56)

Activities: Instructions for Teachers

Have the students refer to their Biocards. Identify the cultural groups represented on the Biocards. (CP-4) (African-Americans, Anglo-Americans, German-Americans, Irish-Americans)

Explain that Ohio's population is diverse. The settlers had different backgrounds. In what ways were the people on the Biocards different? In what ways were the settlers the same?

Gallipolis was settled by people from France who were trying to escape the problems caused by the French Revolution (1789). Discuss the meaning of the term revolution. Look at the time line and identify the events that were happening in the United States at that time. What city was named after French queen Marie Antoinette? (Marietta) Was Marietta founded before or after the French Revolution? before or after the American Revolution? (CP-1 and 3)

Re-read the Biocards. What events in Ireland caused Irish to come to the United States? What events in Germany caused Germans to emigrate? (CP-3 and 4)

Locate the countries and name the continents from which these settlers or their ancestors came. (CP-8a) Use a Robinson projection map.

Remind students that one of the geography themes is **movement**. What do **people** bring with them when they move from one place to another. Make a list. What kinds of items did the students put on the list? (Possible responses: furniture, cattle, toys) Did they include the movement of **ideas**? Explain that the settlers brought ideas about government with them.

For example, traditions from England could be found in settlements along the River. How many county seats did they find on the data retrieval chart? The English had county government and sheriffs enforced the law in the English counties. (CP-6)

Marietta was settled by people from New England. What traditions did they bring with them? For example, the name of the legislature in Massachusetts is the General Assembly. What is the legislature called in Ohio? (General Assembly) The General Assembly has two houses--Senate and House of Representatives. The English lawmaking body, Parliament has two houses.

Lesson Eleven, cont.)

Movement includes people, ideas, and goods. Review the meaning of goods and services. Name the goods which were moved along the Ohio River. Many African-Americans settled in Cincinnati. Give students the list of jobs held by African-Americans in the 1840s. What goods and services were produced by African-Americans in Cincinnati? Read the biography of Henry Boyd, an African-American living in Cincinnati. (**Cincinnati: An Urban History**, page 64) Boyd was a cabinet maker who employed up to 50 men both black and white. How did he contribute to the development of Ohio? Explain why he could be called an **entrepreneur**. (CP-10)

Give students the help wanted ads from the **Cincinnati Enquirer**. What evidence do they have that many German-Americans settled in Cincinnati? That Irish were discriminated against in Cincinnati?

Re-read **The Western Pilot** and look for statements about Native Americans. Separate fact from opinion. (CP-4) Look at the time line. When did Native Americans move to Ohio? Find out how the Native Americans differed from each other. Compare the Algonquin and the Iroquois. Use the time line to discuss the changes in New York which would have caused the Iroquois to move to Ohio.

Compare the customs, traditions, and needs of Native Americans with the settlers of European descent. Describe how the settlers in the 1790s and 1840s changed the environment and discuss the effects on Native Americans. (CP-6)

Evaluation: Discuss the topic: The people who moved to Ohio were diverse, but they shared a common humanity. Then have students write a short answer response on this topic. Apply rubrics when reading.

The Settlement of Ohio involved the movement of people, ideas, and goods. Have students write an extended response on this topic. After the students write, make three columns and give examples of the movement of people, ideas, and goods. Have students use the guidelines, to grade themselves. Then have the students re-write their papers.

Lesson Twelve
Topic: Life Along the Ohio River: Past and Present

Theme: Human Interaction with the Environment
Habits of Mind: Comprehend the interplay of change and continuity
Process Standards: *Research*
Goals: to help students understand the interrelatedness of past, present and future
Objectives: Students will be able to:

Citizenship Proficiency Outcome
- identify and assess the possibilities of group decision making, cooperative activity, and personal involvement in the community (CP-17)

Activities: Instructions for Teachers:

What is the area along the Ohio River like today? Divide students into research teams.

Name sources of information which could be used to find out about the area today. (CP-2)

Each team should research one topic or one city.

Find out the population of a specific city and identify the various groups which live there today. Give examples of how various people contributed to the development of the city. (CP-4,5, 6)

Describe the geography of the river today. Make a map of the Ohio River. Discuss how life along the river has changed. Give examples of how Ohio cities along the river are connected with other states, regions, and countries. (CP-7,8, 9)

Describe the economy of the towns and cities along the river today. (CP-10,11,12)

What is happening in the U.S. and the world that is affecting life along the river today? (CP-3)

Identify problems which face people living along the river in the present.
Decide which problems had their roots in the past? (CP-1)
Research a problem, offer solutions for it and report to the class.

Decide whether this problem is a state or local problem. What branch of the government would the students contact about the problem? (CP-13-14-15) Does the problem involve a question of fairness? (CP-18) Clip newspaper articles about current problems and separate fact from opinion. (CP-16)

Identify ways that people in Ohio can work together to deal with these problems. (CP-17)

Evaluation: How are the cities along the Ohio River today the same as, and different from, the settlements in the 1840s? Describe geography, economy, population, government.

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(Lesson Twelve, cont.)

Notes for Teachers

Kim Hess, fourth grade teacher in the Toledo Public Schools, keeps a box for each city in Ohio in her classroom. As students obtain information, they can place it in the box for other students to use. This project can be continued throughout the year.

The Process of Inquiry: A Model

1. **Defining the Problem**
   - Becoming Aware of a Problem
   - Making it Meaningful
   - Making it Manageable

2. Developing a **Tentative Answer (Hypothesizing)**
   - Examining and Classifying Available Data
   - Seeking Relationships, Drawing Logical Inferences
   - State the Hypothesis

3. **Testing the Tentative Answer**
   - Assembling evidence
     - Identifying the needed evidence
     - Collecting the needed evidence
     - Evaluating the needed evidence
   - Arranging Evidence
     - Translating evidence
     - Interpreting evidence
     - Classifying evidence
   - Analyzing Evidence
     - Seeking relationships
     - Noting similarities and differences
     - Identifying trends, sequences, regularities

4. **Developing a Conclusion**
   - Making Meaningful Patterns or Relationships
   - Stating the Conclusion

5. **Applying the Conclusion**
   - Testing Against New Evidence
   - Generalizing About the Results

From: Barry K. Beyer, **Inquiry in the Social Studies Classroom: A Strategy for Teaching**. (Columbus: Charles E. Merrill Publishing Company, 1971), p. 50.

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# # #

BIOCARD 1. James Howard (b. 1810), Kathryn Howard (b. 1812) and six children plan to move to Ohio. The Howards live in an area in western Pennsylvania (near Pittsburgh) where they grow corn on rented land. They have saved enough money to buy a farm in an area where land is cheaper. The children range in ages from 18 (boy), 17 (boy), 15 (girl), 13 (boy), 12 (girl), to 10 (boy). The family likes living in the west, but Pennsylvania is getting too crowded. They thought about going to Oregon, but decided that the trip was too long and dangerous.

BIOCARD 2. Thomas Schultz (b. 1822), an immigrant from Hamburg, Germany, is a cooper (barrel maker). He arrived in Philadelphia and saved money to bring his wife Mary (b. 1822) and their baby daughter to the United States. Thomas Schultz left Germany in 1847 because of economic hard times. He has just lost his job in Philadelphia but does not want to go back to Germany because of the Revolution in 1848 and the fear that he might have to serve in the military. He speaks some English, but Mary does not.

BIOCARD 3. Jeffrey Thompson (b. 1795), a merchant from Buffalo, New York, and his spouse, Sharon Thompson (b. 1800) plan to move to Ohio with their four children. The Thompsons have saved money to invest in stores in Ohio. They want their children to be educated. While in Buffalo, Jeffrey Thompson participated in community activities and believes that good citizens must also work in the community. Sharon Thompson supports the women's rights movement and the temperance movement to stop people from drinking.

BIOCARD 4. Carrie Johnson (b. 1820), a widow with two children, wants to start a new life in Ohio. She and her husband owned a tavern in Cumberland, Maryland. She worked as a cook and helped manage the business. She received a small inheritance from her husband and has the necessary money to move and to go into business. Her children are old enough to help her in serving meals and cleaning rooms. She knows how to read and has taught her children.

BIOCARD 5. Martin Randolph (b. 1803), a land speculator from Richmond, Virginia, wants to buy land to sell to future settlers. He has just returned from the Mexican War (1846-1848) where he served as a major in the United States Army. His spouse, Amanda Randolph (b. 1804) likes to paint. They may settle on the Virginia side of the River because Martin Randolph wants to run for the state legislature. Their oldest son is interested in setting up a flatboat company along the river and another son is thinking about going to California where gold has been discovered.

BIOCARD 6. Thaddeus Hancock (b. 1820) is an abolitionist minister from Boston, Massachusetts. He and his spouse Claudia Bowman Hancock (b. 1823) have heard Frederick Douglass and William Lloyd Garrison speak. They hope to enlist others in the fight against slavery and to become part of the Underground Railroad helping people escape from slavery. Thaddeus Hancock was opposed to the Mexican War because he thought it was a way to spread slavery into the territories of the United States. They have two small children.

BIOCARD 7. Carter Jones (b. 1821?) is an African-American who worked as a boatman on ships sailing from Charleston to Washington, D. C. After buying his freedom, he moved to Philadelphia where he met Martha Lee (1823), a dressmaker. They married and have one child. Born in Philadelphia, Martha Jones wonders what it will be like to move west. Since Ohio is a free state, they believe that it will be a good place to raise their children and that opportunities for work can be found for a boatman.

BIOCARD 8. Jack O'Reilly (1820), a factory worker from New York City is dissatisfied with city life. There is crime, pollution, impure water, crowded living conditions. He left Ireland in 1845 due to the potato famine. He has seen the "No Irish Need Apply" signs in New York City store windows and wants to find a place where he can bring his children up free from prejudice. His fiancee Margaret Ahern (1826) is currently working as a live-in maid and is saving money to help buy land in Ohio.

DUAL TIMELINES:
North America and Ohio

PERIOD: COLONIZATION AND SETTLEMENT (1607 to 1763)

Date:	North America	Ohio
1600		
1607	English found Jamestown	
1610		
1615		Etienne Brule, French (fur trader) First European in Ohio
1620	Pilgrims Settle at Plymouth	
1624	Dutch Settle New Amsterdam	
1630	Puritans Settle Mass. Bay	
1640		
1650		Iroquois hunted in Ohio from New York
1660		
1664	New Amsterdam becomes English colony of New York	
1669	Robert de La Salle claims Ohio River - **Belle Riviere** (Beautiful River) for France	
1670	Explores Ohio Country	
1680		
1690		
1700		Miamis enter Maumee Valley (Algonquin)
1710		
1720		
1730		Miamis settle near Piqua Wyandots came from So.Ontario
		Ottawa
1740		
1745		British build fort near Sandusky
1748		Shawnees move to Ohio (Md., Pa. Va.)
1749	French official--Celeron re-claims Ohio R. (buries plates)	
1750	Ohio Land Co. makes plans	C. Gist explores Ohio
1751		Delawares come to Ohio
1754	French and Indian War Br. v. French in No. Am.	
1760		
1763	French and Indian War ends Pontiac's Rebellion	Ohio Territory (British)

Use the data on this chart to make a time line.
Other dates for the period of Colonization and Settlement (1585 to1763).

DUAL TIMELINES: (cont.)

PERIOD: REVOLUTION AND MAKING OF A NEW NATION (1763 to1812) or (1754 to 1815)

	North America	Ohio
1763	French and Indian War ends	Ohio Territory (British)
	Native Ams. fight British	
	Proclamation Act--	Keep Ams. East of App. Mtn.
1764	Sugar Tax	(ignored)
1765	Stamp Tax	
1766		
1767	Townshend Duties	
1768		
1769		
1770	Boston Massacre/Incident	
1771		
1772		Delawares move to Ohio
		Schoenbrunn settled
1773	Boston Tea Party	
1774	Quebec Act--prevent settlement (Ohio)	Shawnees defeated
	First Cont. Congress meets	
1775	Am. Revolution Begins	
	Wilderness Road Opens	
1776	Declaration of Independence	Schoenbrunn abandoned
1778		
1779		
1780	CT gives up claim to Ohio Terr.	
1781	British troops surrender	Br. force Delawares to move
	Articles of Confederation adopted	to Sandusky with Wyandots
1782		Last Battle in Ohio
1783	Peace Treaty Signed (U.S. & Br.)	Ohio Territory (Br. to U.S.)
		Peaceful Delawares killed
1784		
1785	Land Ordinance	Ohio Terr. to be surveyed
1786		
1787	Northwest Ordinance	Bill of Rights for settlers
	Constitutional Convention	Ohio becomes part of Northwest Territory
1788	Constitution ratified by States	Marietta settled
		Losantiville & Columbia
1788	Washington Elected President	
1789	Washington Inaugurated	Cincinnati Terr. Capital
	Congress proposed Bill of Rights	(name changed from
	Wilderness Rd. graded for wagons	Losantiville)
1790		
1791	Bill of Rights added to Constitution	Gallipolis settled
	Vermont becomes 14th state	Miamis defeated
1792	Kentucky becomes 15th state	
1793		
1794	Battle of Fallen Timbers:	
1795	Treaty of GreeneVille	Native Am. give up
		2/3 land claims in Ohio
1796	John Adams elected President	Conn. Land Co. surveys Clev.
	Congress funds Road	Chillicothe settled
	Tennessee becomes 16th state	Dayton settled
1797		Steubenville settled
1798		Zanes Trace Road in Ohio
1799		Zanesville settled
		Terr. Leg. meets in Cinn.

DUAL TIMELINES: (cont.)

PERIOD OF EXPANSION AND REFORM (1800 TO 1860)

	North America	Ohio
1800	Thomas Jefferson elected President	
1801	Thomas Jefferson inaugurated	Franklinton (Columbus) settled
		Piqua settled
1802		Constitutional Convention at Chillicothe
1803	Louisiana Purchase	Ohio becomes 17th state
1804	Lewis & Clark explore Louisiana Terr.	
1805	Congress funds Cumberland Road	
1806		Shaker Comm. founded in Montgomery & Warren Cos.
1807	Fulton builds steamboat	
1808	James Madison elected President	
1809		
1810		Zanesville capital of Ohio
1811	National Road started	
	Battle of Tippecanoe	
1812	James Madison re-elected President	Capital moved to Chillicothe
	War with England	
	Louisiana becomes 18th state	
1813	Cumberland Road begins	
1814		
1815		
1816	War ends (Br. leave Northwest Terr.)	Capital moved to Columbus
	James Monroe elected President	
	Erie Canal begun	
1817	Mississippi becomes 20th state	
1818	National Road reaches Wheeling	
1819	Spain cedes Florida to U.S.	
1820	J. Monroe re-elected President	
1821	Maine becomes 23rd state	School Districts set up by
	Missouri becomes 24th state	the General Assembly
1822		
1823		
1824	J. Q. Adams elected President	
1825	Erie Canal Completed	Public Education in Ohio, Co. property tax
1826		
1827		
1828	Andrew Jackson elected President	
1829		
1830		
1831		
1832	Andrew Jackson re-elected President	Ohio Canal completed
1833		
1834		
1835		

DUAL TIMELINES: (cont.)

PERIOD OF EXPANSION AND REFORM (1800 TO 1860) (cont.)

	North America	Ohio
1836	Martin Van Buren elected President Arkansas becomes state	Cumberland Road completed across Ohio
1837	Michigan becomes state	
1838		First Railroad line in Ohio, Mad River & Lake Erie
1839		
1840	William Henry Harrison elected President Harrison dies, John Tyler becomes President	
1841		
1842		
1843	First wagon train leaves for Oregon	Wyandots leave state
1844	James K. Polk elected President	
1845	•Florida becomes a state Texas becomes a state (border dispute with Mexico)	Miami and Erie Canal is built
1846	Mexican War U.S. & Br. settle Oregon boundary Iowa becomes a state	
1847		
1848	War with Mexico ends Mexico cedes territory to U.S. Z. Taylor elected President Gold discovered in California Seneca Falls, NY women re-write Declaration of Independence	
1849		
1850	California becomes a state	
1851		Present state constitution adopted
1852	National Road Completed	
1853	Gadsden Purchase	
1854		
1855		
1856		General Assembly passes personal liberty laws
1857		
1858		
1859		
1860	Lincoln elected President	

[Latest Revised Edition.]

THE

WESTERN PILOT;

CONTAINING CHARTS OF THE OHIO RIVER

AND OF THE

MISSISSIPPI,

FROM THE MOUTH OF THE MISSOURI TO THE GULF OF MEXICO;

ACCOMPANIED WITH

DIRECTIONS FOR NAVIGATING THE SAME,

AND A

GAZETTEER:

OR DESCRIPTION OF THE TOWNS OR THEIR SITES, TRIBUTARY STREAMS, ETC., ALSO, A VARIETY OF MATTER INTERESTING TO TRAVELERS, AND ALL CONCERNED IN THE NAVIGATION OF THOSE RIVERS; WITH A TABLE OF DISTANCES FROM TOWN TO TOWN ON ALL THE ABOVE RIVERS.

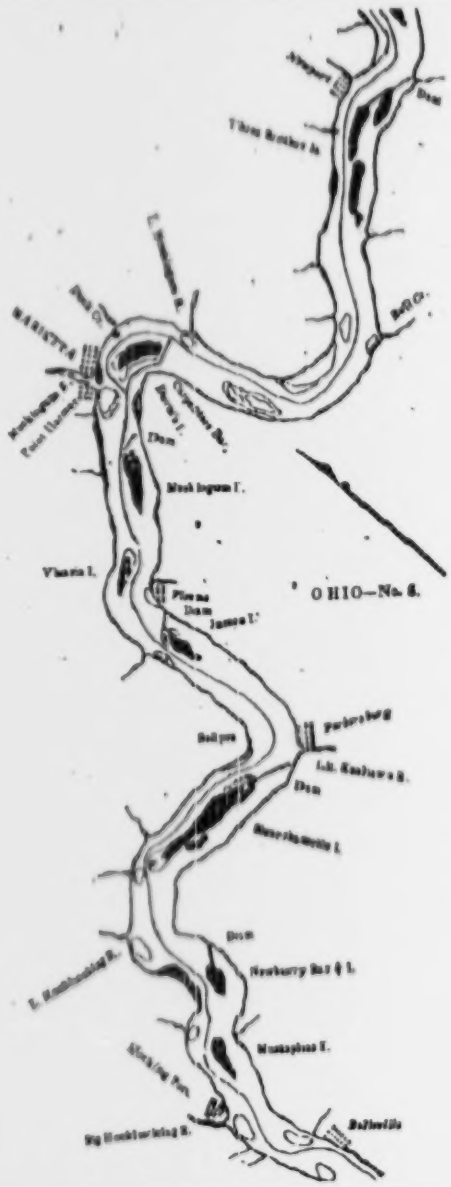
BY SAMUEL CUMMINGS.

CONTAINING THE POPULATION OF THE PRINCIPAL TOWNS ON THE RIVER, IN 1841.

REVISED AND CORRECTED EVERY YEAR

BY CAPT'S. CHARLES ROSS & JOHN KLINEFELTER.

CINCINNATI
PUBLISHED BY GEORGE CONCLIN.
1845



Pages from
The Western Pilot

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Directions for Map No. 5.—Ohio River.

Three Brother Islands.

4¼ | 163¼

From the foot of Bat and Grape island keep about the middle of the river, until nearly opposite Reynolds' run, on the right, then close in under the run bar (at low water) to avoid a small bar on the left. When you are past that, take the middle of the river and run down to the head of the Three Brothers; the channel continues to the right of these islands. At the foot of the lower one, keep well in to right shore to avoid a small bar at the foot of the island. One mile below the Three Brothers is Henderson's Tow-head, just above Cow creek on the left, channel on the right about half way between the shore and the Tow-head.

Bull Creek, on the left.

7 | 170¼

The channel about 100 yards, from its mouth for one mile, then bear into the middle of the river, then keep down two miles until abreast of the false head on the right, then wear in close to the right hand shore, where is Carpenter's bar, then keep down about 100 yards, then wear out 100 yards from shore, until you come to the mouth of the Little Muskingum river.

Duval's Island.

4¼ | 174¼

Channel on the left. About a quarter of a mile below the Little Muskingum run square across to within ten yards of the left hand shore; then keep down close to the left hand shore until you come opposite the trees on the head of the island; then keep about the middle of the river between the island and shore till you come to the foot of the island opposite Marietta.

Muskingum River, on the right.

3¼ | 178¼

Muskingum river, which is 250 yards wide at its mouth, rises near the sources of the Cuyahoga of Lake Erie, in the southern part of the Connecticut Reserve. In good stages of water, steam boats run up it as high as Zanesville: and it is boatable as high as Coshocton, 100 miles from it mouth. Small craft ascend it to a portage of one mile from the boatable waters of the Cuyahoga.

Zanesville is situated at the falls of the Muskingum, on the east bank, about 60 miles from Marietta. It is connected with West Zanesville, and the town of Putnam, on the west bank, by two excellent bridges. The two towns, which may be considered as one village, contain about 500 houses, and above 6,000 inhabitants. It is an excellent situation for manufacturing—the falls of the Muskingum affording the advantages of water power to almost any extent. Numerous mill seats are already occupied, and in successful operation. Among these are several merchant flour mills, saw mills, a rolling mill, a nail machine, a woolen factory, &c. The Ohio Canal passes within a few miles of this place; to meet which, it is contemplated to cut a feeder from Zanesville. Stone coal is found in great quantities in the neighborhood; and a peculiar kind of clay, suitable for crucibles and earthenware. The grand national road also passes through this place; and all these advantages, united with many more which could be named, seem to point out Zanesville as a peculiarly favorable position for a manufacturing and commercial town, and one destined to a rapid and vigorous growth.

MARIETTA,

Is situated just above the mouth of the Muskingum river. It contains about 1150 houses, and the whole corporation about 1800 inhabitants. It has two churches, an academy, two printing offices, a court house, a bank, and about twenty stores. It was one of the first settled towns in the state of Ohio, by emigrants principally from New England. It was laid out by the Ohio Company. Among the founders of this settlement, was General Putnam, who was one of the most distinguished citizens of Ohio. Marietta was formerly considered the most important and flourishing town in the state. But it has not increased so fast as some other towns, owing, among other causes, to the inundations of the river, which sometimes overflows the town, filling the first story of buildings with water, and sweeping away houses, cattle, &c. The soil is exceedingly fertile about the town; but the country in the interior is broken and hilly. Within the limits of the town are the remains of an extensive Indian fortification. The inhabitants are noted for their sobriety, industry, and civil deportment; and much attention is paid to education.

From Marietta the channel is almost directly towards the left shore, at low water between the bar, at the foot of Duval's island, and Muskingum bars on the right; keep to the right, round the latter, to avoid a small bar on the left.

Muskingum Island.

3 | 181¼

Channel on the right side: a dam at the head of the island throws the water to the right. Ware out about a half a mile above the head to the middle of the river, then keep down the middle of the river between the shore and the island to the foot of the island, and then keep over to the left. See Chart.

Vienna, or Half-way Island.

2¼ | 184

Channel to the left. Opposite to Vienna island, is a small creek, on the left, with a bridge across it; and just below it, is the small village of Vienna.

James Island.

2¼ | 186¼

Channel to the right. The channel past James island is rather difficult at a low stage of water, occasioned by a bar on the right shore, below a small run; keep nearest the island bar. The rich settlement of Vienna extends down to opposite this island.

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50

Little Kenhawa River, on the left	4	190

The handsome little town of Parkersburgh is situated immediately above the mouth of Little Kenhawa, and the beautiful settlement of Belle pre on the right opposite.

Blennerhassett's Island	1½	192½

This beautiful island is celebrated, as having formerly been the residence of Mr. Blennerhassett, an Irish emigrant of distinction, who built a splendid mansion upon this island, the ruins of which are still to be seen. He possessed great wealth, and expended a vast sum of money in decorating his residence, and in laying out his pleasure grounds, with great taste and elegance. His lady was a very accomplished woman, and his house was the resort of the most literary and polished society. When Aaron Burr was projecting his famous expedition, he called upon Blennerhassett, and induced him to join in the conspiracy, and to embark with all his wealth in his schemes. They were detected, arrested, and tried for treason. Blennerhassett was ruined—his splendid mansion was deserted, and went to decay—his pleasure grounds were overrun with brush and weeds, and it now presents nothing but a mass of ruins.

Channel right side. Keep well over to the right shore, round the head bar of the island. This island is nearly three and a half miles in length. When you approach its foot, keep very close in to the right shore, round a bar at its foot, with a small towhead on it, then turn quick out to the left, near to the towhead, to avoid a small bar on the right, below.

Little Hockhocking, right side	5	197½

Keep two-thirds of the river on your right, until you are past the bar at the mouth of Little Hockhocking, then incline to the right to avoid a bar on the left.

Newbery Bar, and Small Island	3	200½

Channel about the middle of the river between the island and shore at the head, on the right side; when half way down run close in to the right head shore to avoid a little bar at the foot of the island, and when opposite the point bear out to the middle of the river.

Mustapha's Island	1½	201½

Channel on the right at low water. About 200 yards above the head of the island run quartering in to right hand shore to a notch in the hill just below the head of the island; then down the island fifty yards from shore, till 300 yards below the foot of the island, then bear out into the middle of the river.

Big Hockhocking River, right side	2	203½

Hockhocking river rises in Fairfield county, Ohio, and after winding about 80 miles through a very hilly country, enters the Ohio at Troy, 25 miles below Marietta. It is only about 50 yards wide, but is deep and boatable for small craft as high as Athens. Near its source, seven miles from Lancaster, the stream falls over a stratum of rock about 40 feet perpendicular height, affording excellent mill seats—on one of which a large flour mill is erected. In a large bend of this river in the town of Athens, where the Ohio University has been founded. This institution is endowed with two townships of land, the annual rent, or revenue, of which amounts to about $2,200. It stands on an elevated and healthy situation, and commands a fine prospect.

Two miles below big Hockhocking bear in to the right hand shore to the head of Belleville bar, keep close to the right hand shore down to the mouth of a small run just above the point of land, then run quartering across until you come abreast of Lee's creek, on the left, and within 100 yards of the left hand shore, then down the river three quarters of a mile—below Lee's creek take the middle of the river, until you come to the head of Belleville Island.

—oOo—

Directions for Map No. 6.—Ohio River.

Belleville Island	4½	209½

At the head of Belleville island, keep about half way between the island and the shore on the right hand side, run down one third of the island, then close in to the right hand shore, and keep down to the point on the right, then out into the middle of the river until you come opposite Shade river, which is six miles below Belleville.

Shade River, right side	6	214½

When past the mouth of Shade river one quarter of a mile, run across to the mouth of a small run on the right within 100 yards of the shore; keep down about 900 yards, then wear out into the middle of the river to avoid a small rock bar on the right, until you come to the foot of Dewet's bar, then wear in within 100 yards of the left hand shore, run in this direction for one mile, then into the middle of the river to the head of Swan bar, about two miles and a half below Dewet's bar.

As you approach the head of Swan bar, bear in to some rocks on the right hand shore at the head of the bar, then to about 50 yards of the right hand shore to the foot of the bar.

Buffington's Island	6½	220½

This island lies close into the right shore, below a right hand point; at low water, the channel is in the middle, between the island on the right and dam on the left. Keep near to the island at its foot, to avoid a hard break or rock, on the right, opposite; then cross out past its foot to avoid a bar on the right below.

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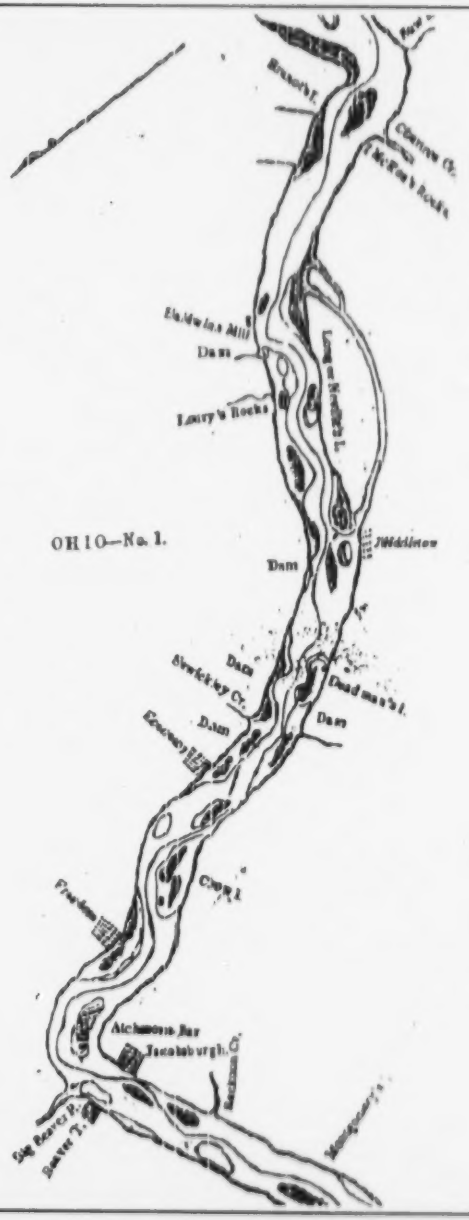

THE

WESTERN PILOT

PITTSBURGH

The city of Pittsburgh stands upon the delta or point, formed by the junction of the Alleghany and Monongahela rivers. The Alleghany rises in the northern part of the state of Pennsylvania, passes through a part of the state of New York, and winding its way back through the western part of Pennsylvania, it receives the waters of several considerable streams; among which are Conewango, French creek, Mahoning, and Kiskiminitas, and unites with the Monongahela at Pittsburgh. The country on the Alleghany is much of it broken, sterile, and not well calculated for agriculture; but it contains inexhaustible supplies of the first lumber, from which the immense country below is more or less supplied. It is supposed, that nearly thirty million feet of plank and boards, from the noble pine forest on its head waters, have of late annually descended the Alleghany in rafts. Its current is rapid, and of sufficient depth to be navigated by keel boats. It has been ascended, in times of high water, by steam boats. It is about four hundred yards wide at its mouth.

The Monongahela has its origin near Morgantown, in Virginia. Its principal tributary is the Youghiogeny. From the confluence of these two streams, the river becomes broad and navigable, and flows in a north-west course to Pittsburgh, where it is four hundred yards wide. The country on this river is rich and well settled; and is celebrated for its whisky, flour, and fruit orchards. Large quantities of the finest whisky, cider, and apples, are every year sent down the river, for the supply of the country below. It is also noted for its iron and manufactures. In good stages of water, the river is boatable one hundred miles above Pittsburgh. The banks are often bold and high bluffs; and the country is rich, picturesque, and beautiful. Brownsville, formerly called Red Stone, situated on the east bank of the Monongahela, at the mouth of Dunlap's creek, thirty-five miles above Pittsburgh, contains about one thousand inhabitants. Bridgeport, on the opposite side of the creek, is connected with Brownsville by a bridge, and contains about seven hundred inhabitants. The union of these two mighty streams, at Pittsburgh, forms the majestic Ohio, which is here more than six hundred yards wide.

Pittsburgh, which lies in the form of a triangle, between the two rivers above described, occupies the alluvial plain, and part of the adjacent hills. A more eligible site for a city could hardly be selected. It is high and healthy, surrounded by verdant and romantic hills,—the Alleghany rolling down its stores from the north, and the Monongahela from the south, and the broad Ohio commencing its devious course to the west. It commands a beautiful prospect of hill and dale, neighboring villas, the village of Birmingham, on the opposite shore of the Monongahela, and the suburb of Manchester, on the opposite shore of the Alleghany. Both of these villages are connected with Pittsburgh by fine bridges

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When the French had possession of the western waters, they built a strong fort here, which they called Fort Du Quesne. It was for a considerable time a depot of French goods for the savages; a place of outfit for the Ohio and an important point in the chain of posts, intended to connect Canada with Louisiana. After the British got possession of it, they called it Fort Pitt, in honour of the Earl of Chatham. At this point was considered the key to the west, which commanded the whole Ohio valley, and regulated the trade and intercourse of this immense country, the possession of it became a great object to the contending parties. It was, therefore, strongly garrisoned; and became the common rendezvous of the Indian tribes, traders, soldiers, and adventurers; and the theatre of many brilliant exploits, skirmishes, and battles in our border warfare. It was near this place where general Braddock was killed and his army defeated, and where Washington gathered his first military laurels. Colonel Grant, with his eight hundred Caledonians, was also defeated on the hill just back of the city which bears his name.

Pittsburgh is admirably situated for trade and manufactures. It may be said to stand at the head of steam boat navigation, as the Allegheny and Monongahela can only be ascended in times of high water. It is the mart of the western part of New York and Virginia, and the whole of western Pennsylvania, while the Ohio opens to the enterprise of its citizens the whole of the Mississippi valley.

But what gives to this place a pre-eminence over every other in the west, or perhaps in the United States, as a site for manufactures, are the exhaustless banks of good stone coal, of which the neighboring hills are composed, and the excellent mines of iron ore, which are found in great abundance in west Pennsylvania, and in the banks of the Ohio below.

A great number of large manufacturing establishments, driven by steam power, are successfully and extensively carried on here. Castings, and iron-mongery of every description, steam engines, cutlery, nails, glass, paper, wire, steam boat building, and many other branches of manufactures, wrought by machinery, besides the handicraft trades, are carried on here upon a great scale. It has usually been called the Birmingham of America. Pittsburgh, in 1840, contained 21,115 inhabitants, consisting of native Americans, Irish, Germans, English, Scotch, French, Swiss, &c.

Allegheny City is opposite Pittsburgh, and is a very flourishing little city, containing about 2,000 houses and 10,089 inhabitants, connected with Pittsburgh by a bridge across the Allegheny river.

—●—

THE OHIO RIVER.

No river in the world rolls, for the same distance, such a uniform, smooth, and placid current. Its banks are generally high and precipitous,—rising into bluffs and cliffs, sometimes to the height of three hundred feet. Between these bluffs and the river there is generally a strip of land, of equal width, called *Bottom*. These bluffs exhibit a wild and picturesque grandeur, which those who have never viewed nature in her primitive and unspoiled state, can hardly imagine. Dense and interminable forests—trees of the most gigantic size, casting their broad shadows into the placid stream—the luxuriant and mammoth growth of the timber in the bottoms—the meanderings, and frequent bends of the river, and the numberless beautiful wooded islands, all of which, in rapid succession, shift and vary the scene to the eye, as you float down the endless maze before you, are calculated to fix upon the mind an indelible impression. The splendid scenery is much softened by a clear moonlight, when the imagination adds to the reality its airy fictions, and pictures things unseen.

In the infancy of the country, every species of water craft was employed in navigating this river, some of which were of the most whimsical and amusing structure. The barge, the keel boat, the Kentucky flat, or family boat, the pirogue, ferry boats, gondolas, skiffs, dug-outs, and many others, formerly floated in great numbers, down the current of the Ohio and Mississippi, to their points of destination, at distances, sometimes of three thousand miles.

The following lively and graphic picture of the life of a boatman, is taken from Flint's Recollections:

"There is no wonder that the way of life which the boatmen lead, in turn extremely indolent, and extremely laborious; for days together requiring little or no effort, and attended with no danger, and then on a sudden, laborious and hazardous beyond Atlantic navigation; generally plentiful as it respects food, and always so as it regards whisky, should always have seductions that prove irresistible to the young people that live near the banks of the river. The boats floating by their dwellings on beautiful spring mornings, when the verdant forest, the mild and delicious temperature of the air, the delightful azure of the sky of this country, the fine bottom on one hand, and the romantic bluff on the other, the broad and smooth stream rolling calmly down the forest, and floating the boat gently forward,—all these circumstances harmonize in the excited youthful imagination. The boatmen are dancing to the violin on the deck of their boat. They scatter their wit among the girls on the shore, who come down to the water's edge to see the pageant pass. The boat glides on until it disappears behind a point of wood. At this moment, perhaps, the bugle, with which all the boats are provided, strikes up its note in the distance over the water. These scenes, and these notes, echoing from the bluffs of the beautiful Ohio, have a charm for the imagination, which, although I have heard a thousand times repeated, and at all hours, and in all positions, is even to me always new, and always delightful. No wonder that to the young, who are reared in these remote regions, with that restless curiosity which is fostered by solitude and silence, who witness scenes like this so frequently, so wonder that the severe and unremitting labors of agriculture, performed directly in the view of such scenes, should become tasteless and irksome."

The number of small boats have, however, rapidly diminished since the introduction of steam boats; and the singular race of men who navigated them have almost entirely been driven from these large rivers.

Between Pittsburgh and the mouth of the Ohio, there are one hundred considerable islands, besides a great number of low-lands and sand-bars. Some of these islands are of exquisite beauty, covered with trees of the most delicate foliage, and afford the most lovely situations for a retired residence.

Tributary rivers and creeks, to the number of seventy-five, empty into the Ohio, between Pittsburgh and its mouth. A number of cities and flourishing towns are situated on its banks.

These islands, rivers, creeks, cities, and towns, are all particularly described with the distances between each, in the following pages of the Pilot, where a chart of the river, with directions for navigating it with safety, are particularly given.

BEST COPY AVAILABLE

Pages from
The Western Pilot (cont.)

DOCUMENTS

Reading One: "From Rutland to Marietta"
Benjamin Franklin Stone traveled to Ohio in 1790 with the Rufus Putnam family

It seemed a vast enterprise, even to the old folks, to go 800 miles into a savage country, as it was then called!...We were eight weeks on the journey...Among other preparations for the journey, my mother and sister Lydia had knit up a large quantity of socks and stockings. They were packed in a bag, and that bag was used by the boys who lodged in the wagon, for a bolster. By some means the bag was lost out of the wagon or stolen. The boys missed it, of course, the first night. Next morning, Sardine went back the whole distance of the previous day's journey, inquired and advertised it, but without success. I do not remember how many pairs of stockings were in it, but from the size of the bag I judge there were at least one hundred. One pair to each of the family were saved, besides those we had on our feet, being laid aside in another place to be washed. It was a severe loss. My mother had foreseen that we should have no sheep for some time in Ohio and had labored hard to provide this most necessary article of clothing for her family. And so it was. We had no sheep till six years after that time.

Source: Benjamin Franklin Stone, "From Rutland to Marietta," **New England Magazine** (April 1897), 214-215 in **Ohio and the Northwest Ordinance**, Module 2, pages 6-7.

Reading Two: "LETTER FROM MUSKINGHAM"

Now for the land. There is not a single person that has ever been upon the ground, but what is pleased with its situation and fertility. Vegetation is equal to any thing you ever heard of it,... Col. tells me, it is a fact, that they drove a stake into a cornhill and measured the corn, and that in 24 hours it grew 9 1/2 inches. There are many very fine gardens here; and the city ground is clearing as fast as possible. But the situation of affairs is such, at present, respecting the Indians, that people cannot with safety go to their lands.

Extract of a letter from a gentleman at the new settlement on the Muskingum, to a person in this town, dated July 20th. (Salem)

Source: reprinted from **Hudson** (New York) **Weekley Gazette**, September 28, 1788. found in "News From the Muskingum...Extract of a Letter From a Gentlemen at the New Settlement on the Muskingum....," **Ohio Archaeological and Historical Quarterly** 46 (1937), 208-209.

DOCUMENTS (cont.)

Reading Three: "Recollections on the First Settlement in Ohio"

A severe frost in the early part of september, 1789, may be attributed [to] the very greate Scarcity of Bread & Meat in the spring & Summer of 1790. Many families were destitute of Cows; there were a few Yoak (yoke) of Oxon which could not be spared from the Clearing & the Plow, & No Young stock, a few breeding Sows. A learge Majority of the Emigrants had literally strewed all their Money on the Mountains, &, in the injoyment that they had go to the Land of promase, they forgot to provide for the future....

The appearence of some of the Corn induced a belief that, after being dryed through the winter, it would do to eat--But, on making Bread of it in the spring, it produced an effect simelar to sick Wheat. M(r) Charles Green had a Crib at Bellprie of 80 bushels, which had the Appearence of being good, but on trial No one Could eat it--it even made the Hoggs sick. Corn soon rose in Marietta from 50 Cts to $1.50 to $2.00 p(er) bushel. Here M(r) Williams Benevolence steped (stepped) in, of which you are sufficiently acquanted.

Capt(tain) Jn [John] Devol & M[r] Isaac Barker got into a Canoo & came up to M(r) Williams--they had half a Guinea in Gold. They told him their families had no bread, & they came to get the worth of their Money in Corn. How many is there of You? said M(r) Williams. Rising of twenty, was the reply...says the Old Man, there is a heap of You but you must have half a bushel a peace (a piece), & they had.

...a meeting of a small Circle of Elderly Ladies,...mutually agreed that, should they live to see the return of a bare Comfortable plenty, they would never after find fault or ever Complain of their living.

Source: Joseph Barker, *Recollections of the First Settlement of Ohio* (Marietta, Ohio: Marietta College, 1958), 63-65 found in Ohio Historical Society, **Ohio and the Northwest Ordinance**, Module 2 pages 7-8.

Reading Four: "Recollections of Pioneer Life"

Eleazer Curtis, Eunice Curtis, and their six children, traveled to Marietta from Connecticut in September of 1791. They left with two wagons, two horses, and four oxen.

At Simrell's Ferry we sold the horses and one yoke of oxen with one wagon. We purchased a flatboat about fifty feet long, half covered, in the bow of which we placed one yoke of oxen and some hogs. Aft, under cover, were the families and furniture. We drifted in too close to the Virginia shore when a tree hanging over the bank caught one of the projecting studs and tore a plank off and the water rushed in. My Father caught up a feather bed and stuffed it into the hole. The women and children were put through hole made in the side of the boat for dipping up water and placed in a canoe.

Source: Walter Curtis, "Recollections of Pioneer Life," circa 1870, Vertical File, Manuscript 1241, Ohio Historical Society in **Ohio and the Northwest Ordinance**, Module 2, page 7.

DOCUMENTS (cont.)

Reading Five: "Mr. Michaux's Journal"

The following selection was written by Francois Andre Michaux (mee-show) as he traveled down the Ohio River in 1802. Mr. Michaux traveled with Mr. Craft who was searching for a place to make a settlement. The two men traveled in a canoe. In the evening on July 21st, the two men tied their canoe to a Kentucky boat (flatboat) instead of making camp on shore. The following is from his journal:

On the 21st of July (1802) we set out from Marietta for Gallipolis, which is a distance of about a hundred miles. We reached there after having been four days on the water.

On the day of our departure we joined, in the evening, a Kentucky boat, destined for Cincinnati. This boat about forty feet long and fifteen broad, loaded with bar iron and brass pots. There was also an emigrant family in it, consisting of the father, mother, and seven children, with all their furniture and implements of husbandry...

We were on the point of leaving them about two in the morning, when the boat ran aground. Under these circumstances we could not desert out hosts, who had entertained us with their best, and who had made us partake of a wild turkey which they had shot. We got into the water with the boatman, and by the help of large sticks that we made use of as oars succeeded in pushing the vessel afloat, after two hours' painful effort.

Source: F. A. Michaux, "Travels to the West of the Allegheny Mountains, 1805" in Thwaites, **Early Written Travels**, Vol. III, p. 180.

DOCUMENTS (cont.)

GLOSSARY for *Mr. Michaux's Journal* Reading and **The Western Pilot**

afloat	floating on water
aground	stranded on shore or on the river's bottom in shallow water
bar	sandy area on the bottom of the river that prevents the boat from floating freely
bar iron	an evenly shaped piece of iron that is longer than it is wide or thick
commercial town	a town where trade or business is done
craftsman	a skilled worker or artisan
crucible	a container
departure	leaving or going away from
deportment	the way a person acts or behaves
destine	set apart from others for a special reason or purpose
earthenware	dishes or containers made of baked clay; pottery
emigrants	persons who leave a country to settle in another
fortification	a place made strong by building walls for safety; fort
goods	a person's belongings, personal property
harvest	gathering in the grain or other food crops
host	someone who receives another person as a guest
household	having to do with a house
husbandry	farming
implement	a tool; useful piece of equipment
inundation	a flood; overflowing
journey	travel from one place to another
livestock	farm animals
luxury	comforts and beauties of life beyond what is necessary
manufacturing	making by hand or machine
market	place where items are bought and sold
mill	a building containing a machine used for manufacturing
native	a person born in a certain place
natural resources	materials found in nature
partake	take some, eat or drink
plank	a long flat piece of thick sawed lumber
settlement	a group of buildings and people
sobriety	not using strong drink; quietness, seriousness
trough	long container for holding food or water
utensil	container used for practical purposes, examples are pots, pans
vessel	ship, container

N. Taylor

DOCUMENTS (cont.)

Reading Six: "Diary of a Canal Boat Trip"

Toledo, Wednesday, September 5th, 1849

...the canal boat we left in at half-past 6...was Doyle's Mail Packet and on that account the best--in appearance it resembles a 90 feet Coffin--its narrowness rather appalled us, especially as it is very crowded....The number of passengers on board fluctuated between 40 and 50.

Thursday, September 6

...we should have slept much better had there not been so much Thunder and Lightning....The Captain being a gentleman (as he neither chews or swears) won golden opinions from our ladies.

The fare from Toledo to Cincinnati (a distance I believe of nearly 200 miles) is 6 1/4 dol. each person--very reasonable for more than two days travelling.

This being the Packet Boat and conveying the Mail is considered the most expeditious. Three horses have the felicity of pulling this Boat twelve miles. [The horses are then rested and three fresh horses are used to pull the boat.]....in the middle of the Boat there is room for [the other] horses so that they change every four hours.

The quantity of Boats we meet is immense and all seem well loaded....They very often take Emigrants by this slow travelling, people who have more time than money....Shopping at every village the Emigrant can purchase his necessary food.....

The roof of this Canal Boat being partially occupied with luggage, it affords an agreeable lounge. ...One thing is particularly annoying, there being so many bridges (mostly wood) it is pretty constant work, bobbing the head up and down.

Saturday, September 8th, 1849

Reached Cincinnati this Morning at 1 o'clock...By the advice of the Captain we put up at the Gibson House, a large hotel in Walnut Street....The charge to our sorrow 1 1/2 dol. each per day.

Source: Cincinnati Historical Society, **Cincinnati: An Urban History Sourcebook**, page 17.

DOCUMENTS (cont.)

Reading Seven: "Diary of Charles Wills, 1849-1850"

We are very much struck at the numerous fires taking place here pretty well every night, and the system here of the Engines, which instead of being drawn by Horses as with us, have a very long rope attached to them, and are pulled along by people. It is one of their peculiar institutions....It is the pride of the young men in the different Wards to belong to these Engine Houses as Amateur firemen and some of them have from 50 to 100 members. In each of these Engine Houses is a bell, and on a fire breaking out...it tolls....[I helped pull the engine along] once and never no more. I ran nearly three miles with them, and after falling twice, sweating like a bullock and panting like a hyena, got out in time to be too late--so I helped to pull back again, and got home looking so red and hot as to frighten Mother and wound up getting ill. It is an exciting game, but give me our own style and let the dumb creation do the work. Very often these firemen wind up by racing home, banging up against other engines, and a general melee, and very often heads get broke as well as engines.

Source: The Cincinnati Historical Society. **Cincinnati: An Urban History Soucebook**, Book I. (Cincinnati: Western-Southern Life, 1988), page 24.

Reading Eight: Cincinnati **Daily Gazette** editorial, 1848

No love of cleanliness, no desire for the health of the people, no fear of cholera or the yellow fever, no regard for the wishes of the citizens or of the press exerts any influence upon the City Council, to take measures to have the city purified. And it is now looked upon, and with much truth as the dirtiest city of its size in the Union. Some of its gutters in the principal streets are so offensive to the eye and the nose, as to make a walk along them disgusting. Is there no law requiring the gutters to be cleansed--no officer to see to them?

Source: The Cincinnati Historical Society. **Cincinnati: An Urban History Sourcebook**, Book I. (Cincinnati; Western-Southern Life, 1988), p. 13.

DOCUMENTS (cont.)

Reading Nine: OCCUPATIONS OF AFRICAN-AMERICANS

in Cincinnati	1840	1850
Barber	44	134
Blacksmith	1	12
Boatman	24	142
Cook	29	92
Drayman	12	18
Dressmaker	0	2
Huckster	6	12
Laborer	46	79
Porter	1	29
Servant	0	42
Shoeblack	9	4
Shoemaker	7	5
Steamboat Steward	16	29
Washerwoman	20	0
Whitewasher	15	57

Source: Cincinnati Historical Society. **Cincinnati: An Urban History Sourcebook**, p. 15.

Reading Ten: Help Wanted Ads

Cincinnati Enquirer, November 3, 1858

WANTED IMMEDIATELY--A good blacksmith at the Railway Chair Works, on Congress St. next east of Miami Canal. W.H. Clark & Co.

WANTED immediately--a gentle Protestant girl to do the housework of a small family. Irish applications will not be noticed. Apply at No. 68 Broadway, at R. Smith's.

WANTED at Madam Corliss' stand, No. 24 East Fourth street--two experienced dress makers.

WANTED a druggist's clerk. Must speak German and English, and be thoroughly competent for prescription business. R. Fletcher.

Source: Cincinnati Historical Society, **Cincinnati: An Urban History Sourcebook**, p. 21.

SETTLEMENTS

STEUBENVILLE

Steubenville is the seat of justice for Jefferson county, and is in the centre of a rich and populous country, extending both sides of the Ohio, which exports large quantities of flour, whiskey, grain, etc. It contains, at present, about 5,200 inhabitants. It is well situated for manufactures, having inexhaustible beds of stone coal in the neighborhood. There are in the town and neighborhood, three merchant flour mills, a very large and justly celebrated woollen factory, at which 60,000 pounds of wool are annually manufactured into cloth. Large flocks of sheep, of the merino breed, are owned by the neighboring farmers, and by the proprietors of the establishment, which has several times obtained the premium for the best specimens of cloth manufactured in the United States. There are, besides, two cotton factories of 3000 spindles, a large paper mill, belonging to Mr. Holdship, of Pittsburgh, which manufactures the finest and best paper made in the western country; three air foundries, a steam saw mill, two breweries, a court house, five churches, two printing offices, and a land office. A mineral, called copperas stone, (sulphate of iron,) is found more or less in all the coal banks: from which about 150 tons of copperas are manufactured per year. Steubenville takes its name from Fort Steuben, which, in the early settlement of the country, was erected here, to protect the settlers from the depredations of the Indians.

The Western Pilot, page 14.

WELLSBURGH

This place, formerly called Charleston, is the county seat for Brooke county, Virginia. It is handsomely situated, on a high bank of the Ohio, 15 miles above Wheeling. It contains about 150 houses, a court house, jail, academy, several stores, a number of taverns, and two or three large warehouses, from which large quantities of flour are shipped for New Orleans. There are a number of valuable merchant mills in the vicinity. It is a place of considerable embarkation on the Ohio. Manufactures of earthen and stone ware are carried on here. It contains about 1500 inhabitants, and is 55 miles, by land, from Pittsburgh.

The Western Pilot, page 15.

MARIETTA

Is situated just above the mouth of the Muskingum river. It contains about 500 houses, and the whole corporation about 2500 inhabitants. It has two churches, an academy, two printing offices, a court house, a bank, and about twenty stores. It was one of the first settled towns in the state of Ohio, by emigrants principally from New England. It was laid out by the Ohio Company. Among the founders of this settlement, was General Putnam, who was one of the most distinguished citizens of Ohio. Marietta was formerly considered the most important and flourishing town in the state. But it has not increased so fast as some other towns, owing, among other causes, to the inundations of the river, which sometimes overflows the town, filling the first story of buildings with water, and sweeping away horses, cattle, etc. The soil is exceedingly fertile about the town; but the country in the interior is broken and hilly. Within the limits of the town are the remains of an extensive Indian fortification. The inhabitants are noted for their sobriety, industry, and civil deportment; and much attention is paid to education.

The Western Pilot, page 23.

ZANESVILLE

Is situated at the falls of the Muskingum, on the east bank, about 60 miles from Marietta. It is connected with West Zanesville, and the town of Putnam, on the west bank, by two excellent bridges. The two towns, which may be considered as one village, contain about 500 houses, and above 6,000 inhabitants. It is an excellent situation for manufacturing--the falls of the Muskingum affording the advantages of water power to almost any extent. Numerous mill seats are already occupied, and in successful operation. Among these are several merchant flour mills, saw mills, a rolling mill, a nail machine, a woolen factory, etc. The Ohio Canal passes within a few miles of this place; to meet which, it is contemplated to cut a feeder from Zanesville. Stone coal is found in great quantities in the neighborhood; and a peculiar kind of clay, suitable for crucibles and earthen ware. The grand national road also passes through this place; and all these advantages, united with many more which could be named, seem to point out Zanesville as a peculiarly favorable position for a manufacturing and commercial town, and one destined to a rapid and vigorous growth.

The Western Pilot, page 23.

SETTLEMENTS (cont.)

GALLIPOLIS, is the county seat of Gallia county. It has a court house, an academy, above 100 houses, 12 or 15 stores, and 1413 inhabitants. It was originally settled by a small colony of French, who had been deceived and imposed upon by speculators, and suffered severely by sickness and other calamities. Some left in discouragement, many died, and the remaining number of French settlers is now small. There is a semi-globular mound, 18 or 20 rods in circumference at its base, near the academy. The town appeared for some time to be on the decline, but is since improving.

The Western Pilot, page 28.

Gallipolis, a post town and seat of justice for the above described county. It is pleasantly situated on an elevated bank of the Ohio River, in North latitude 38 degrees, 50 minutes, West longitude, 5 degrees, 7 minutes. Among the public buildings are two meeting houses, a court house and jail, and an academy. Here are also seventy-five dwelling houses, some of which are of handsome structure, and several of them brick, twelve mercantile stores, three steam mills, a printing office, and several mechanics. In the town, a short distance from the academy, is a very large semi-globular mound, eighteen or twenty rods in circumference around its base.

Gallipolis seemed, during some years subsequent to several French families leaving it, to decline; but it is now improving. The name Gallipolis, is descriptive of an historical occurrence, as well as that of the country. The English signification of the term is French city. At the census of 1830, it contained 755 inhabitants. Distance, 42 miles south from Athens, 57 southeasterly from Chillicothe, 67 southeasterly from Marietta, and 102 southeasterly from Columbus.

Walter Jenkins, **The Ohio Gazetteer and Traveler's Guide**, Rev. Ed. Columbus: Isaac N. Whiting, 1841.

PORTSMOUTH, the chief town of Scioto County, stands on the Ohio shore, just above the mouth of the Scioto River. The Ohio canal unites the waters of the Ohio with Lake Erie; and by means of the Lake and the grand New York Canal, a water connection is opened between the Mississippi and its tributaries, and the city of New York, the waters of the Mississippi, the Wisconsin, the Illinois, the Missouri, the Ohio, the Tennessee, the Cumberland, the Wabash, the Kentucky, the Miami, the Scioto, the Kenhawa, the Allegheny, and the Monongahela, all great and navigable rivers, with many others of less note, may be made to communicate with this canal; forming an inland navigation of above 8000 miles!

The trade and productions of this immense country watered by these rivers, extending from the Allegheny to the Rocky Mountains, and from the lakes to the Gulf of Mexico,--floating from different directions, and even from different climates,--can all concentrate at the mouth of the Ohio Canal at Portsmouth. And much of it undoubtedly will. A vast amount of commission business must, in consequence, be done here. It is also well situated for the internal commerce of the state. Its growth must be rapid, to keep pace with the business which must naturally accumulate here. It has now a bank, court house, printing office, and the usual number of public buildings, stores, and mechanics' shops, for towns of the size. It probably contains above 4000 inhabitants. It is 45 miles, by land, south of Chillicothe, and 90 from Columbus.

The Western Pilot, pages 31-33.

SETTLEMENTS (cont.)

COLUMBUS

Columbus, the capital of the state, stands on the east bank of this river [Scioto], 90 miles, by land, from its junction with the Ohio. Its site was, in 1812, a compact forest. It now contains about 8,000 inhabitants. The state house is a respectable building, 75 by 50 feet. The top of the cupola is 1096 feet high, around which are railed walks, from which the town and surrounding country are visible, as on a map. It commands a delightful and variegated landscape. The penitentiary is located here. The building which contains the public offices is 100 by 25 feet. In a line with this building and the state house, is a handsome court house for the federal court. On the opposite bank of the Scioto is the village of Franklinton. Columbus contains two banks, four printing offices, an academy, several respectable schools, a market house, a number of large stores, etc. A feeder from the Scioto to the Ohio canal, passes through the town, and adds to its commercial advantages.

The Western Pilot, page 33.

The towns following are situated on its (The Great Miami River) banks:

PIQUA, on the west bank, about thirty miles above Dayton. It has a land office, a printing office, a number of mercantile stores, and about nine hundred inhabitants.

TROY, also situated on the west bank, twenty-one miles above Dayton, is the seat of justice for Miami county, and is about the same size as Piqua.

HAMILTON, about 30 miles below Dayton, and 25 from Cincinnati, stands upon the east bank, in the midst of a fine settled country. It has above 200 dwelling houses, 2000 inhabitants, a courthouse, and a number of stores. The Miami canal passes within about a mile of the town, from which a lateral and expensive basin has been dug to the town.

DAYTON is situated on the east bank, just below the entrance of Mad river. This town is rapidly improving; and since the opening of the Miami canal, is rising fast in importance. The canal is taken from the Mad river, just above the town. Large and commodious basins, for the accommodation of canal boats; have been dug. It has excellent mill seats, and water power, from the waters of Mad river; and, being at the head of canal navigation, will possess many commercial advantages. It contains about 700 houses; among which are an academy, a court house, two printing offices, a number of large stores, and about 700 inhabitants.

The Western Pilot, pages 42-43.

Dayton:
1 chair factory, 7 saw mills, 5 distilleries, a last factory producing 14,000 lasts and 200 boot trees, 1 academy, 5 churches, 1 market house, 1 court house, 3 printing offices, 13 attorneys, 11 physicians, 6 taverns. The carpet factory produces 100 yards per day and employs 41 workers. The 2 gun barrel factories have a capital of $15,000 and employ 18 workers. There is a clock factory producing 2,500 clocks per year. 4 cotton factories produce 3000 yards per day and employ 250 to 300 workers.

Exports:	pork	(1,233,207 lbs.)
	flour	(17,739 bbls.)
	pork	(1,335 bbls.)
	linseed oil	(217 bbls.)
	lard	(6,529 kegs)
	clover, eggs, butter, apples	

Walter Jenkins, **The Ohio Gazetteer and Traveler's Guide (1841)**, pages 157-158.

SETTLEMENTS (cont.)

CINCINNATI, the largest city of the west, except New Orleans, stands upon the bank of the Ohio, directly opposite the mouth of Licking river. It is situated in a valley of about twelve miles in circumference, and surrounded by hills, which are seen in the distance, both on the Ohio and the Kentucky shore. This valley is divided nearly in the centre by the Ohio. The hills form a fine, bold outline of beautiful configuration, having a rich soil, and clothed with heavy timber to their summits. From some of these summits, the city; with all its streets, its gardens, its public buildings, its manufactories (sic), the Ohio studded with steam boats; the towns of Newport and Covington, on the Kentucky shore, and the bustle of life and business, are distinctly seen. The eye takes in the whole grand amphitheater at once; and few spots command a more beautiful and picturesque panorama view of pleasing and animating objects.

The streets of the city occupy the whole of the first bank, called "the Bottom," and extend back upon the second bank, called "the Hill." The second bank is elevated fifty or sixty feet above the first; but the Streets have been so graded as to form a smooth and gentle ascent, and to render the communication between the two parts continuous and easy. In consequence of the descending angle of the streets, all the stagnant waters are carried off: the streets are washed clean by the rains, and are rendered dry, clean and healthy. The city is amply supplied with water from the Ohio, by steam power. The water works, which afford this supply, belong to the city, which convey it to every family who wish it, for a stipulated sum.

The City is advancing with rapid march in population, wealth, and improvements of every description. Within the last year, (1844,) about one thousand new buildings were erected, many of which are large, expensive, and elegant. It contains at present above 10,000 houses, and 70,000 inhabitants. The public buildings are a court house, 4 market houses, 4 banks, 2 medical colleges, the lunatic asylum, the Cincinnati and Woodward Colleges, the Cincinnati Astronomical Observatory, the Gas Works, Water Works, 45 Churches, 10 Public School houses, 2 Theatres, 3 Orphan Asylums, &c., &c.

In its commercial character, Cincinnati exhibits great activity and enterprise. Steam-boats, many of which are owned here, arrive and depart almost every hour in the day. The Miami and Whitewater canals, the former of which enters the city on the North, and the latter, on the West, together with the Little Miami Rail-road, entering on the East, open an extensive trade with the interior. Wholesale stores have increased to such an extent as to be able to supply merchants from the interior, at a very small advance on eastern prices. The citizens are characterized for great enterprise, and public spirit. They have at a great expence, constructed one of the finest river landings in the world, being paved with stone from low water mark to the top of the first bank, and nearly one thousand feet in length. All the principal streets are paved with stone. But what gives to Cincinnati its principal activity, and constitutes its main sources of wealth, are its manufactures. It is second to no other place in the Western country as a manufacturing town. Besides the hand-craft trades, which are carried on here very extensively, there are forty or fifty large manufacturing establishments, most of them driven by steam power. Among these, are several steam engine founderies, 3 type founderies, cotton factories, &c., &c.

Education commands a great deal of attention. In the winter of 1825, the legislature passed a law, laying the foundation of a system of free schools throughout the State of Ohio, similar to those of New York and the New England States. In addition to which, a special act was passed, making more ample provisions for Cincinnati. The city authorities have commenced operations under this law, and ten spacious school houses have been erected, which besides being well filled with scholars the year round, add greatly to the ornament of the city.

These schools are free and open to all classes, without distinction, and are supported by a tax. In addition to these common schools, there are many respectable private schools. There are several circulating libraries, and 26 book stores; and book printing, especially of school books, is carried on upon an extensive scale. Twelve daily, and 23 weekly papers are published here. There is one very respectable museum among which are many original subjects, indicating much taste and genius. In short, the rapidity with which the city is marching forward in wealth, enterprise, population, manufactures, taste, literature, and improvements of every description, outstrips the imagination and exceeds beliefs. She may be truly denominated, what a great orator on a certain occasion called her, "The Queen of the West."

The Western Pilot, pages 39, 41 and 42.

SETTLEMENTS (cont.)

Toledo:
the county seat of the new county of Lucas, recently incorporated as a city. It is situated in Port Lawrence township, on the western bank of the Maumee River, and near its confluence with the Maumee Bay. The best description we can give of the very flourishing and rapidly increasing place, we copy from a petition, for establishing a bank in the city, presented to the last legislature, on the 17th January, 1837:

"Population, 2,072; mercantile establishments, (last fall's purchases, $231,300,) 41; public hotels, (rents collectively per annum, $5,100,) 6; extensive ware houses, (advances for freight last season, 54,200,) 6; mechanics' shops...35; steam saw mills...2); brick yards, (made 2,500,000 bricks last season,) 2; printing offices (issuing 2 weekly papers,) 2; iron founderies, 1; lumber yard, 4; offices (lawyers, etc.) 12; public school houses, 3; steamboat arrivals, (1836)...390; schooners, many of the largest class, 211."

The certainty that the Wasbash and Erie, and the Miami canals will within two or three years be completed, thus opening to this point the immense trade of the valley of the Ohio below Cincinnati...Toledo will be one of the most important cities of the West. This will not appear unreasonable to any one who will take into consideration the important natural location of Toledo, and the advantages she derives form the railroad already in operation, by which passengers and freight can be transported from Toledo, sixty miles west of Detroit, in two hours, while, in the present condition of the public highways, from two to four days are required...and at great additional expense.

Walter Jenkins, **The Ohio Gazetteer and Traveler's Guide** (1841), pages 429-430.

Cleveland:
a flourishing city and seat of justice for Cuyahoga County, is set on Lake Erie on the east side of the Cuyahoga river. It is laid out very regularly, with wide streets, and is chiefly built upon a plain about 80 feet above the lake, of which it commands a splendid prospect.

Its location at the northern limitations of the Ohio Canal, renders it an important place of business; and its growth has been rapid beyond the most sanguine anticipations of its friends. The population of Cleveland, at various periods, will best exhibit its march in the race of improvement. In 1825, it had about 500 inhabitants; in 1830, 1,000; in 1834, 4,300; and at the present time, about 7,000. It has about 50 extensive mercantile establishments, besides book stores, shoe and leather stores, hatters shops, a large number of grocery and provision stores, ten forwarding houses, connected with lake and canal transportation.

Manufacturing is not carried on extensively; there are, however, 2 steam engine shops, 1 iron foundry, 1 sash factory; 1 brewery, 1 steam flouring mill, capable of making 120 barrels of flour daily. 1 chair factory, 3 cabinet shops, etc. etc. The public buildings are, a court house, a jail, a Presbyterian meeting house (of stone), a Baptist meeting house (of brick), an Episcopal church, (of wood,) and two Methodist churches now building. There is also a neat wood chapel for sailors and boatmen. There are two banks, viz: Commerical bank of lake Erie, capital, $500,000; bank of Cleveland, capital, $300,000; there is also an Insurance Company with a capital of $500,000. Three daily papers are published, viz: the Daily Gazette, Daily Herald, and Daily Advertiser and five weekly papers... Among the institutions particularly interesting to strangers is a reading room supplied with newspapers from every state and territory in the United States; and most of the periodicals of the day. The harbor of this city is formed by the government of the United States, by extending piers into the lake about 1,200 feet on each side of the river's mouth.

Cleveland was incorporated as a village in 1816, and as a city in 1836. It was first settled by Messrs. Lorenzo Carter and Ezekiel Hawley.

Walter Jenkins, **The Ohio Gazetteer and Traveler's Guide (1841)**, pages 125-126.

Locations Of Settlements

Steubenville:
Location: 38 miles westerly from Pittsburgh
25 miles northeasterly from St. Clairsville
147 miles east by north from Columbus
North lat. 40 deg., 25 min.
West lon. 03 deg., 40 min.

(pages 418-419)

Marietta:
Location:
latitude: 39 degrees, 28 minutes north
longitude: 04 degrees, 20 minutes west from Washington City

(page 281)

Gallipolis:
Distance, 42 miles south from Athens, 57 southeasterly from Chillicothe, 67 southwesterly from Marietta, and 102 southeasterly from Columbus.

(page 197)

Columbus:
Location:
North lat. 39 deg., 57 min.
West lon. 06 deg. from Washington City
or
83 deg. from London
same parallel as Zanesville and Philadelphia
same meredian as Detroit
139 miles southwest from Cleveland
106 miles southerly from Sandusky
148 miles southwest from Steubenville
184 miles southwest of Pittsburgh
126 miles west from Wheeling, Virginia
100 miles northwest from Marietta
105 miles northwest from Gallipolis
045 miles north from Chillicothe
090 miles north from Portsmouth

(page 143)

Cincinnati:
Location:
lat. 39 deg. 6 min. 30 sec.

112 miles from from Columbus
350 miles to St. Louis
200 miles from Sandusky
105 miles to Louisville
250 miles to Cleveland
518 miles to Baltimore
120 miles to Indianapolis
617 miles to Philadelphia
085 miles to Frankfort
500 miles to Washington City
270 miles to Nashville
900 to New York City by Lake Erie
680 miles to Natches
600 miles to Charleston
860 miles to New Orleans

(page 111)

Dayton:
Location:
N. lat. 39 deg. 46 min.
W. lon. 7 deg. 8 min.
25 miles from Springfield
68 miles from Columbus
52 miles from Cincinnati (by canal 66miles)

(page 158)

Cleveland:
Location:
N. lat. 41 deg. 31 min.
W. long. 4 deg. 44 min.

139 miles northeasterly from Columbus
054 miles northwest form Warren
130 miles northwest from Pittsburgh
170 miles by water southwest from Buffalo, New York

(page 126)

From: Walter Jenkins, **The Ohio Gazetteer and Traveler's Guide (1841)**

DATA RETRIEVAL SHEET

Town	Year Founded	Environment Natural & Built	Population	No. of Houses	Economic Activities	Products	Govt.	Institutions	Entrepreneurs	Forecast for Future
Steubenville	Named after Ft. Steuben (Baron vonSteuben served in Am. Rev.)	Stone Coal	5200		3 flour mills 1 woolen factory 2 cotton mills 1 paper mill 3 foundries 1 sawmill 2 print shops 2 brewries 1 land office	Flour Whiskey Grain Sheep Woolen &Cotton Cloth Paper Lumber Beer Documents Newspapers	Co. Seat Jefferson County	5 Churches	Mr. Holdship	
Marietta	1788 New England Settlers named for Marie Antoinette	Muskingum River: Frequent Flooding Fertile Soil; Hilly Interior	2500	500	20 stores 1 bank 2 printing offices	Newspapers Documents	Co. Seat	2 Churches 1 School	Gen. Putnam	
Zanesville		Natural: stonecoal clay Falls of Muskingum River Built: Ohio Canal Natl. Road	6000	500	Several Flour mills Saw mills Rolling mill Nail Fact. Woolen Factory	Flour Lumber Nails Cloth Earthenware				
Gallipolis	Fr. Settlers		1413	100	12-15 stores		Co. Seat Gallia Co.	Academy		

DATA RETRIEVAL SHEET

Town	Year Founded	Environment Natural & Built	Population	No. of Houses	Economic Activities	Products	Govt.	Institutions	Entrepreneurs	Forecast for Future
Portsmouth		Natural: Scioto River Built: Ohio Canal	4000		Bank Printing Office Stores Mechanics Shops		Court House Public Buildings			
Columbus Franklinton		Natural: Scioto River Built: Feeder to Ohio Canal	8000		2 Banks 4 Print Shops 1-Market House Stores		State: Capital Bldg. Penitentiary Federal: Court House	Several Schools 1 Academy		
Piqua			900		Land Office Printing Office Mercantile Stores					
Troy			900				County Seat			
Dayton		Natural: Mad River Water Falls Built: Miami Canal	7000	700	Number of Stores Printshops		County Seat	1 Academy		
Hamilton		Mill sites Miami Canl	2000	200	Number of stores		County Seat			

DATA RETRIEVAL SHEET

Town	Year Founded	Environment Natural & Built	Population	No. of Houses	Economic Activities	Products	Govt.	Institutions	Entrepreneurs	Forecast for Future
Cincinnati		Natural: Ohio River Licking River Little Miami River rich soil timber water 12 mile wide valley Built: Miami Canal Whitewater Canal Little Miami Railroad	70,000	10,000	No. of stores Wholesale houses Steamboat companies Brewery 4 market houses 4 banks 40-50 mfg. companies 26 book stores 12 daily newspapers 23 weekly papers cotton factories Steam Powered Foundaries HandCraft Trades 1000 new buildings		County Court House Services: City Water Works Gas Works Paved Streets River Landing	45 Churches 10 Public Schools 3 Orphan Asylums 1 Lunatic Asylum 2 Theaters 1 Observatory Several Libraries Private Schools 2 Colleges 2 Medical Colleges		

FACT/OPINION STATEMENTS SHEET

According to **The Western Pilot,**

1. The inhabitants (Marietta) are noted for their sobriety (seriousness), industry (hard work), and civil deportment (good behavior); and much attention is paid to education.

2. Marietta was founded by General Putnam.

3. Gallipolis is the county seat of Gallia County.

4. The town (Gallipolis) appeared for some time to be on the decline, but is since improving.

5. Wellsburgh is in West Virginia today.

6. Wellsburgh was in Virginia in the 1840s.

7. Steubenville has "a ... paper mill, belonging to Mr. Holdship, of Pittsburgh."

8. The mill "manufactures the finest and best paper made in the western country."

9. In 1834, Mr. Holdship of Pittsburgh published a river guide called **The Ohio and Mississippi Pilot**.

10. Mr. Holdship was an entrepreneur.

11. The Ohio Canal passes within a few miles of Zanesville.

12. In Cincinnati, "the citizens are characterized for great enterprise, and public spirit."

13. Cincinnati deserves the title "The Queen of the West."

FACT/OPINION STATEMENTS
According to **The Western Pilot,**
[TEACHER'S GUIDE]

1. The inhabitants (Marietta) are noted for their sobriety (seriousness), industry (hard work), and civil deportment (good behavior); and much attention is paid to education.
   (opinion--It could be true, but explain why it is opinion.)

2. Marietta was founded by General Putnam.
   (fact--How could you verify this statement?)

3. Gallipolis is the county seat of Gallia County.
   (fact--How could you verify this statement?)

4. The town (Gallipolis) appeared for some time to be on the decline, but is since improving.
   (opinion--It could be true. Why is it an opinion?)

5. Wellsburgh is in West Virginia today.
   (fact--How could you verify this statement?)

6. Wellsburgh was in Virginia in the 1840s.
   (fact--How could you verify this statement?)

7. Steubenville has "a ... paper mill, belonging to Mr. Holdship, of Pittsburgh."
   (fact--How could you verify this statement?)

8. The mill "manufactures the finest and best paper made in the western country."
   (opinion--It could be true. Explain why it is an opinion.)

9. In 1834, Mr. Holdship of Pittsburgh published a river guide called **The Ohio and Mississippi Pilot**.
   (fact--How could you check this statement?)

10. Mr. Holdship was an entrepreneur.
    (fact--How can you support this statement?)

11. The Ohio Canal passes within a few miles of Zanesville.
    (fact--How could you verify this statement?)

12. In Cincinnati, "the citizens are characterized for great enterprise, and public spirit.
    (opinion--It could be true. Why is it an opinion?)

13. Cincinnati deserves the title, "The Queen of the West."
    (opinion--it could be true. How could you verify this opinion?)

SAMPLE QUESTIONS
To Practice for the Citizenship Proficiency Test

There are six questions for each city. Each question highlights one of the Strands from the Citizenship Proficiency Test.

STEUBENVILLE

1. One change which affected the growth of Steubenville was
   a. the continued attacks of Native Americans.
   b. the ability of people to ship goods to market in different parts of the country.
   c. the discovery of gold in the area.

2. The contribution of people from other countries can be seen in
   a. the way in which Steubenville was named.
   b. the number of immigrants who came to Steubenville.
   c. the types of goods produced in Steubenville.

3. One natural resource found in Steubenville was
   a. a saw mill
   b. a mineral called copperas stone.
   c. a fort.

4. An example of entrepreneurship in Steubenville was
   a. Mr. Holdship's paper mill.
   b. 5,200 people.
   c. an inexhaustible bed of stone coal.

5. Steubenville is the seat of justice for Jefferson County. Each county in Ohio had a sheriff who was in the Executive Branch of the government. The function of the executive branch is to:
   a. make laws.
   b. enforce laws.
   c. interpret laws.

6. The statement that Steubenville had a population of 5,200 could be checked in
   a. an atlas.
   b. the census records.
   c. an encyclopedia.

WELLSBURGH

1. In 1803, the United States purchased the Louisiana Territory from France. After 1803, the U.S. controlled the Mississippi River. This was important to the people of Wellsburgh because the people in Wellsburgh traded with people in
   a. Cincinnati.
   b. Pittsburgh.
   c. New Orleans.

2. In order to find out the background of the people who settled in Wellsburgh, the best source would be
   a. a history of Wellsburgh.
   b. the diary of an early settler.
   c. records of land sales.

SAMPLE QUESTIONS (cont.)
To Practice for the Citizenship Proficiency Test

3. In 1848 Wellsburgh was located in the state of Virginia. Today, it is located in
   a. Virginia.
   b. West Virginia.
   c. Ohio.

4. An example of entrepreneurship in Wellsburgh would be the
   a. jail.
   b. court house.
   c. warehouses.

5. The county sheriff places lawbreakers in jail. Enforcing the law is the function of
   a. the legislative branch of government.
   b. the executive branch of government.
   c. the judicial branch of government.

6. To find out why Wellburgh is now in West Virginia, the best source would be
   a. an encyclopedia.
   b. an atlas.
   c. a dictionary.

MARIETTA

1. During which era or time period was Marietta founded?
   a. Colonization and Settlement.
   b. Revolutionary and Formation of New Government.
   c. Age of Reform and Expansion.

2. Which contributed most to the development of Marietta:
   a. hilly land.
   b. being located at the mouth of the Muskingum River.
   c. frequent flooding of the Ohio River.

3. The people from Marietta came from Massachusetts. They brought ideas, beliefs, values and customs from
   a. France.
   b. Germany.
   c. England.

4. General Putnam was an entrepreneur. His entrepreneuship involved:
   a. naming Marietta after Marie Antoinette, Queen of France.
   b. founding the Ohio Company to settle Marietta.
   c. signing a peace treaty with Native Americans.

5. Marietta had a court house where records were kept. This is an example of
   a. providing a system of justice.
   b. protecting the health and safety of citizens.
   c. providing and maintaining public services through the collection of taxes.

6. Which of the following statements is an example of an opinion and not a fact:
   a. The inhabitants are noted for their sobriety, industry, and civil deportment.
   b. Among the founders of this settlement was General Putnam.
   c. Marietta...is situated just above the mouth of the Muskingum River.

SAMPLE QUESTIONS (cont.)
To Practice for the Citizenship Proficiency Test

GALLIPOLIS

1. Gallipolis was settled in 1790. This was
   a. before the American Revolution.
   b. during the American Revolution.
   c. after the American Revolution.

2. The first settlers in Gallipolis were from
   a. the United States.
   b. France.
   c. other parts of Ohio.

3. Gallipolis is located in
   a. Southeastern Ohio.
   b. Southwestern Ohio.
   c. Central Ohio.

4. The labor supply in Gallipolis was affected by
   a. sickness and death of people.
   b. new immigrants from France.
   c. birth of children to original settlers.

5. Gallipolis had two meeting houses where people could discuss problems. People in the state of Ohio could speak freely because the Constitution

   a. protected the health and safety of citizens.
   b. provided a system of justice.
   c. protected the rights of individual citizens.

6. The decline of Gallipolis was due to
   a. disease and calamities.
   b. the war with England.
   c. its location.

ZANESVILLE

1. Use the time line to determine which occurred first:
   a. settlement of Zanesville.
   b. treaty of GreeneVille.
   c. building of the National Road.

2. Ebenezer Zane founded Zanesville. To learn more about his contributions to Ohio, the best source would be
   a. census data from Ohio.
   b. yesterday's newspaper from Zanesville.
   c. biographies of famous Ohioans.

3. One natural resource found in the Zanesville area used to make pottery was
   a. stone coal.
   b. water.
   c. clay.

SAMPLE QUESTIONS (cont.)
To Practice for the Citizenship Proficiency Test

4. The falls of Muskingum were a source of power to produce
   a. flour.
   b. pottery.
   c. coal.

5. The Congress of the United States passed a law providing money to build a national road. This is an example of
   a. protecting the health and safety of citizens.
   b. providing and maintaining public services through the collection of taxes.
   c. protecting the rights of individual citizens.

6. One way to check to see if the National Road passed through Zanesville is to look at a theme map showing
   a. physical features.
   b. resources.
   c. transportation routes.

CINCINNATI

1. The population of Cincinnati increased between 1830 and 1850 making it one of the largest cities in the U.S. Increase in population
   a. did not change life in Cincinnati.
   b. was caused by people moving from the west.
   c. caused a demand for more services from local government.

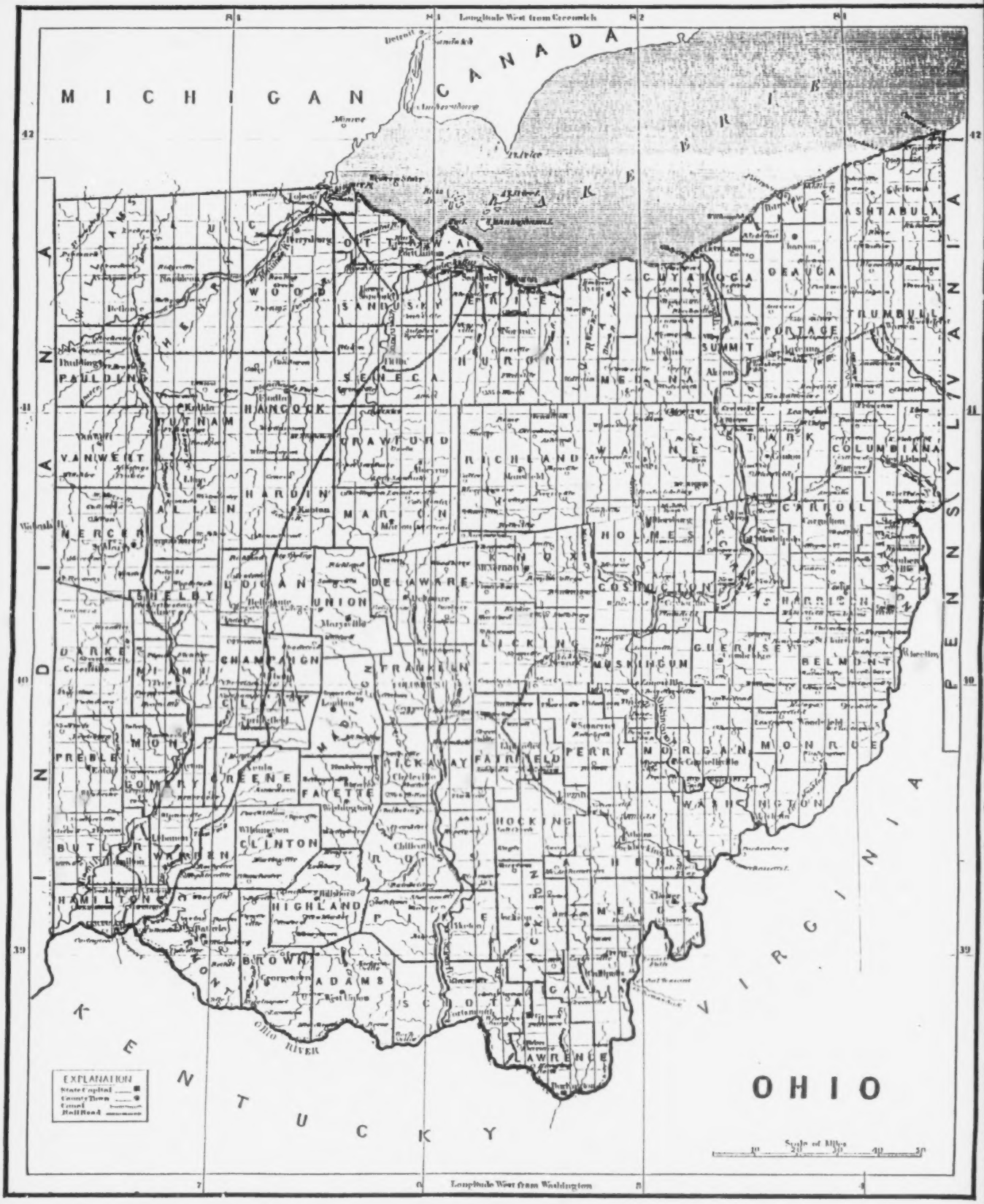
2. The German-American population grew in Cincinnati. One effect was
   a. the introduction of new foods and words.
   b. the teaching of German in the schools.
   c. the introduction of new sports.

3. Cincinnati grew rapidly because it was
   a. located on rivers.
   b. well advertised.
   c. the county seat.

4. An example of entrepreneurship in Cincinnati was
   a. establishing a fire department.
   b. the cabinet maker.
   c. the city paving the streets.

5. Setting up public schools in Cincinnati was an example of the State of Ohio
   a. protecting the health and safety of citizens.
   b. providing for a system of justice.
   c. promoting the common welfare.

6. An example of people working together to solve problems was
   a. the volunteer fire department.
   b. the newspaper editorial on dirty streets.
   c. election of the president.



Ohio
Railroads, Canals, Townships
Cereographic or wax-engraved map
New York, Morse & Breese, 1844

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